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ABSTRACT

In 1993, the North Carolina General Assembly enacted legislation to encourage schools to implement extended services to meet the needs of students, giving at-risk students first priority. In this manual, the North Carolina Department of Public Instruction explains how extended services can be implemented at the school level. It identifies and provides an overview of 11 models of service, which fall into the following 3 categories: (1) those that occur during nonschool hours; (2) those that occur during the school day but provide a mechanism for nonschool hours; and (3) those provided during nonschool and traditional hours. The 11 models include the following: accelerated schools; alternative educational programs; before-and-after school programs; the Corner School Development Program; the Comprehensive School Improvement Management Concept; Family Resource Centers and Youth Services Centers; Parents As Teachers; service learning; Student Services Management Teams; teen parenting and pregnancy prevention; and year-round education. Sections on each model describe its program components, possible funding sources, steps for implementation, cost, and evaluation protocol. Local education agencies (LEAs) that have implemented the models and their contact persons are also listed. (LMI)

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how to implement extended services in your school

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North Carolina Department of Public Instruction
Bob Etheridge, State Superintendent

APRIL 1994

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FOREWORD

The Department of Public Instruction and the General Assembly believe that educational decisions are best made by those educators who are closest to the students, and research supports this belief. Toward that end, the 1993 session of the General Assembly enacted legislation to encourage schools to implement extended services to meet the needs of students, with at-risk students having first priority in receiving these services. Further, the legislation, House Bill 256, states "The State Board of Education shall develop model plans which show how to (i)deliver comprehensive extended services; (2) effectively use all fiscal resources, including federal funds, and other resources under its control that support the goals of this Part; and (iii) maintain quality program evaluation. The model plans shall be communicated to local units and building-level committees."

The Department has developed this manual that explains how extended services can be implemented at the school level. Eleven models of service are identified, and an overview of each model is included. The models range from programs that are offered entirely after school to those programs that provide mechanisms to identify the need for extended services and then actually plan for the implementation of the model.

The manual also includes other pertinent information that schools will need, should they decide to implement extended services. This information includes a listing of the components of each program, staff development that may be required to implement a successful program, possible funding sources, a step-by-step procedure for implementing each model of extended services, cost of the program, and a protocol for evaluating the services. The information on each model also includes a list of LEAs that are already implementing the models and their appropriate contact person(s) as well as a contact at the Department of Public Instruction.

It is my desire and intent for the Department to serve schools and provide assistance in ways that help schools improve outcomes for all students. I encourage you to use this manual extensively as a guide for implementing extended services, as appropriate for you. Not every model will be appropriate for every school. Your school improvement team, however, should decide which program(s) best meets the needs of the students who are served in the school. I sincerely encourage you to call the appropriate Agency staff to get additional information on the program models or to provide technical assistance, consultation, and/or education and training as you implement one or more of these models.

Bob Etheridge

Bob Etheridge
State Superintendent

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EXECUTIVE SUMMARY

Extended services programs are defined as "programs that expand students' opportunities for educational success through high quality, integrated access to instructional programming during **nonschool** hours." Students who are at risk of school failure or perform significantly below their age-level peers should be given priority for extended services. Examples of **calendar alternatives** include before and after school hours, evening classes, Saturdays, summer school, and year-round school. **Instructional programming** includes classroom instruction, tutoring, study skills, enrichment activities, and reinforcement projects.

This manual is intended to be used by school-based personnel as a resource guide in implementing extended services to at-risk students. It encourages school improvement teams to look closely at all existing resources and to make decisions on the most appropriate use of the funds in providing comprehensive programming to meet the needs of students. It also encourages schools to maintain quality program evaluation. Schools should also examine the need for alternative calendars and organizational structures. Schools may also consider flexible work schedules for teachers and staff. By setting nontraditional work hours for teachers and other staff, models of extended services may be implemented using existing resources.

The models presented in this document fall in three categories; (1) those that occur during nonschool hours, and (2) those that occur during school hours but provide a mechanism for implementing extended services beyond the school day. The third category includes those models that have components occurring during both nonschool hours and during the regular school day. Each of the models presented in this manual is summarized below. The manual also includes is a listing of some of the school systems that are implementing the model and the contact for each program in each school system.

Extended Services Offered During Nonschool Hours

Before and after school programs basically fall into three categories. One category is enrichment programs which offer structured classes and/or tutoring based on children's interests, needs, and abilities. Secondly, recreational programs offer a more complete schedule of supervised free choice time and structured activities for which staff plan and prepare. The third category, custodial programs, essentially offer adult supervision of minimally structured free play and/or required activities in which children must take part. Adults generally "sit and watch" to assure that problems do not get out of hand, manage a simple schedule through which they direct children, and occasionally interact socially with children.

Family Resource Centers serve children up to age twelve, and **Youth Resource Centers** serve children age twelve and above. One of the keys to the success of the centers is developing relationships and linkages among all agencies in the community that serve children, e. e., schools, social services, health department, employment services, mental health, juvenile justice, public transportation, and housing. These formal service providers also look at other resources in the community that may become part of the collaborative effort to solve problems.These may include private industry/businesses, churches, volunteers, social/civic/professional organizations, non-profit organizations, and local government. The Kentucky model is based on the philosophy that children are better prepared to pursue academic studies in the classroom when their physical, mental, and social needs are addressed.

Parents As Teachers provides home visits by certified parent educators who are trained in child development. The parent educators go to the home of each family involved in the program. They help parents understand each stage of their children's development and offer practical tips on ways to encourage learning. Group meetings are provided for parents to find out they are not alone. Programs schedule times for parents to get together; to gain new insights; and to share their experiences, common concerns, and successes. Screenings are conducted periodically to assess overall development, language, hearing, and vision. The goal is to provide early detection of potential problems to prevent difficulties later in school. The referral network helps families link with special services, if needed. These services may be beyond the basic scope of the program.

Services During the School Day That Can Implement Programs During NonSchool Hours

The **Accelerated School Project** is a comprehensive approach to school change begun at Stanford University in 1986 to improve schooling for children caught in at-risk situations. To accomplish this, schools display high expectations on the part of teachers, students, and parents; deadlines by which students are expected to meet particular educational requirements are set; stimulating and relevant instructional programs are offered; and teachers, parents, and the community are involved in the design and implementation of programs. The Accelerated Schools Project is also expected to create a strong sense of self-worth and educational accomplishment for students who may now feel rejected by schools and frustrated by their own abilities. This model provides the mechanisms to determine the need for extended services and to plan for the implementation of such activities, if the school determines they are needed.

The **Comer School Development Program** links together people and programs to improve the school culture for parents, teachers, and students. The model is used to plan and manage all activities within a school in a way that promotes desirable staff and parent relationships and, in turn, desirable student learning and behavior. The Comer Program seeks to develop creative ways for solving problems using the collective good judgment of educators, parents, and the community and provides a mechanism for identifying the need for extended services and implementing such a program. The Comer model consists of three teams which works collaboratively to initiate programs to provide extended services to children. The three teams are the School Planning and Management Team, the Mental Health Team, and the Parent Committee.

A **Student Services Management Team (SSMT)** consists of student services personnel, selected classroom teachers in the school, and other service providers, as needed. The team meets routinely to discuss issues, plan services, and provide case management services for at-risk students. Services planned by the team may occur either during the school day or during nonschool hours, depending upon the identified needs and resources of the school. The SSMT integrates and incorporates the function of the substance abuse student assistance program, the building-based staff support team, and any other assistance teams, with the possible exception of specific federal and/or state categorical program needs or requirements. Each identified at-risk student is provided with a personal adviser/case manager who serves as a friend, mentor, teacher, and counselor. The personal adviser also acts as a source of information and assistance as well as an advocate for the student so that each at-risk student may build on his/her strengths. In some schools, one SSMT may be sufficient to meet all functions. In larger schools, two components of SSMT may be critical to the performance of effective and efficient early level interventions.

Services Provided During Nonschool and Traditional School Hours

Alternative educational programs are based on the belief that there are many ways to become educated as well as many types of environments and structures within which education may occur. Some alternative educational programs may offer instructional services during nonschool hours as well as during the regular school day. Common types of alternative educational programs include continuation schools and schools within a school. Continuation schools provide an option for dropouts, potential dropouts, pregnant students, teenage parents, and other troubled and/or disruptive youth. They are designed to be less competitive and to provide a more individualized approach to learning. Programs vary, but usually include individualized learning plans that accommodate support services, personal responsibility for attendance and progress, nongraded or continuous progress, and personal/social experiences. Schools within a school represent an option developed to reduce the size and numbers of large schools into more manageable and humane units. They may represent large groups within one building such as in the middle school concept, or a small number of students who need individualized instruction and special support services. The program is designed to enhance student achievement, teach responsible classroom behaviors, and motivate regular school attendance.

The **Comprehensive School Improvement Management Concept** is a system of managing the organization of a school and focuses on positive school climate, individual attention, vocational/career awareness needs, and identification and prevention of problems that may lead to students being unsuccessful in school. The basic approach to serving students is examined by the School Improvement Team and reviews such factors as lengthening of the school day, reducing class size, developing a student services management team, implementing direct services to students at risk, and networking school and community resources more efficiently. The components of the Concept can be implemented in elementary, middle, and high schools. Its flexibility allows individual schools to adapt it to their own needs. There are basic components which, when implemented together, provide better services to and options for students. The Comprehensive School Management Concept is also a mechanism through which extended services can be planned and implemented.

Service learning is a method by which young people learn and develop through active participation in thoughtfully-organized service experiences. It is an outside-of-the-class learning experience in which students become involved in experiences that require a spirit of giving of one's self in the area of public service. Service learning provides activities that meet community needs; are coordinated in collaboration with the school and community; are integrated into each young person's academic curriculum; provide structured time for a young person to think, talk, and write about what s/he did and saw during the actual service duty; provide young people with opportunities to use newly acquired academic skills and knowledge in real-life situations in their own communities; enhance what is taught in the school by extending student learning beyond the classroom; and helps to foster the development of a sense of caring for others and citizenship. Service learning can be implemented at any grade level and is not a job placement, on-the-job training, or paying students for work experience. It is course work which emphasizes practical, real-world problem solving; experiential, hands-on learning; and experiences in being socially responsible.

Teen parenting and pregnancy prevention programs provide academic and parenting education for pregnant students, serve as a resource of pregnancy prevention and personal health and classroom teachers, conduct staff development as appropriate, and staff serve as a liaison between school teachers, administrators, and adolescents. Staff working with the program may also foster community awareness and interest in adolescent health. Programs may be scheduled during nonschool hours and, in some cases, during the school day. Depending on program design and funding, some programs may assist in transporting patients to medical centers and helping to find baby equipment and clothes. School-based programs are frequently coordinated by school counselors or nurses.

Year-round education (YRE) is a reorganization of the school calendar into instructional blocks with vacations distributed across the calendar year so that learning is continuous throughout the year. The purposes of YRE are to more efficiently utilize available space in a manner which allows existing facilities to serve more students; to broaden the curricular offerings of the school; to intensify and lengthen instructional time for all students or a selected group of students; and to provide remedial instruction, accelerated instruction, and/or enrichment activities.

One additional model of extended services that is not included in the manual because it can encompass most of the other models is the **Cities in Schools** (CIS) program. The program is organized to promote and facilitate the coordinated delivery of existing health, social, educational, and other support services at school sites for the benefit of youths and their families to help youth stay in school. These services are delivered in a personable manner. The accountability process in Cities in Schools identifies the gaps in services to children and their families -- gaps that cause children to fall through the cracks. In addition to strong linkages with community agencies, the CIS program also forges partnerships with businesses and industries to provide volunteer tutors/mentors to provide one-to-one guidance and companionship to at-risk students and to serve as a role model for these students.

Financing extended services is an area of concern for all schools. Through the Performance Based Accountability Program (PBAP), schools have a great deal of flexibility in using state funds. In addition to having teachers and staff work flexible hours, schools may also use state funds such as dropout prevention, staff development, and summer school/remediation funds to provide extended services. Other possible funding sources include teacher positions, instructional support positions, equipment, supplies, and materials monies, textbook funds, state exceptional children's funds, and state grants provided through the Alcohol and Drug Defense fund. It is important to remember, however, that the program area must be included in the school's PBAP plan and to follow the process for securing waivers to move funds from one program area to another.

In addition to state funds, there are several federal funding sources which schools may want to consider for funding extended services. Some of the education funds are Chapter 1, Individuals with Disabilities, and Carl Perkins Vocational Educational funds. Health and social services agencies also have access to federal dollars which should be explored to finance extended services. This manual provides additional information on other funding sources.

Evaluation is a required, integral part of every successful program. The evaluative data provide information on whether or not a program is operating as you designed; how well your program is functioning; and the impact of the program on the achievement of students. Two types of evaluation are needed to document the successes and weaknesses of your program. The formative or process evaluation is designed to ascertain if the program is operating as it should and if the operations are efficient and timely. The summative or outcome evaluation determines how well your program's objectives are being met and what effect the program is having on student achievement. A five-step process is suggested to provide quality program evaluation.

ACCELERATED SCHOOLS PROJECT

What is it?

Accelerated Schools is a comprehensive approach to school change begun at Stanford University in 1986 to improve schooling for children caught in at-risk situations. To accomplish this, schools display high expectations on the part of teachers, parents, and students; deadlines by which students are expected to meet particular educational requirements are set; stimulating and relevant instructional programs are offered; and teachers, parents, and the community are involved in the design and implementation of programs. The Accelerated Schools approach is also expected to create a strong sense of self-worth and educational accomplishment for students who may feel rejected by schools and frustrated by their own abilities. This model provides the mechanisms to determine the need for extended services and to plan for the implementation of such activities, if the school determines they are needed.

Accelerated Schools set a goal of bringing all students in the educational mainstream so they can perform at levels appropriate to their age group. The term "accelerated" is used because at-risk students learn at a faster rate than more privileged students -- not at a slower rate that drags them farther and farther behind. Only an enrichment strategy, not a remedial one, offers hope for reversing the educational crisis of at-risk students. Accelerated Schools' staffs work to create a cohesive school community where students want to be -- schools with heterogeneous, accelerated instruction for all.

What are the components?

Schools involved in the Accelerated Schools model break out of the traditional limits that schools often place on the education of so-called "at-risk" students.

- Instead of labeling certain children as slow learners, accelerated school have **high expectations for all students**.

- Instead of relegating students to remedial classes without setting goals for improvement, accelerated schools **set deadlines for making** such children **academically able**.

- Instead of slowing down the pace of instruction for at-risk students, accelerated schools **combine relevant curriculum, powerful and diverse instructional techniques, and creative school organization to accelerate the progress of all students**.

- Instead of providing instruction based on "drill and kill" worksheets, accelerated schools **offer stimulating instructional programs based on problem-solving and interesting applications**.

Parent involvement is a central focus of the Accelerated School. Parents are expected to affirm an agreement that clarifies the goals of the accelerated school and outlines the obligations of parents, students, and school staff. Parents may help make school decisions by joining various task forces and the steering committee. Parents are also given educational and training opportunities on how to help their children educationally.

How many students can be served, and how much does the program cost?

The Accelerated School Project is currently in operation in schools that average 600 students in membership and costs $10,000 to $15,000.

How is the program implemented?

1. Schools elect to become an Accelerated School.
2. Coaches participate in an eight-day training session followed by a two-day session at the end of the year. During the course of the year, a trained mentor will work with the coach to provide on-going technical assistance, including two to three site visits to the school.
3. The total school community participates in a two-day training session prior to the opening of school. This is followed by the equivalent of four days during the school year.
4. The total school community embarks on the process of taking stock of the current situation, developing a vision for where they want to be, setting priorities and developing a governance structure which empowers all staff with responsibility to implement.
5. A coach should plan to spend at least 25% of his/her time working with the school during the first year and will continue to work with the school for a five-year period.
6. Continue to evaluate, assess, and refine the program.

What type of staff development is necessary to implement the program?

The total school community will be involved in a minimum of six days of training. All members of the school staff are involved in the training, including cafeteria workers, janitorial staff, etc. Parents and students should also be represented in the training.

How can the program be financed?

The following sources of funds may be used to implement Accelerated Schools:

- dropout prevention and students at risk (program report code 02),
- vocational education (program report code 13),
- staff development (program report codes 04, 28, 34, and 37), and
- summer school/remediation (program report code 69).

Your school may also request a waiver **to move funds** from an area of excess to the desired program area, with the exception of a few categories. This program area must, however, be included in the school's PBAP plan, and this plan can be revised at any time. Once the school has decided to make a request to shift funding, the request then goes to the local board of education. If approved by the local board, the waiver is submitted to the State Board of Education. After approved waivers are received, transfers are submitted to the School Budget Section of the Division of School Business Services. That section actually carries out the transfer of funds. Some of the program areas that provide flexibility in state funding and that you might consider for a waiver include:

- teacher positions (program report code 01),
- instructional support positions (program report code 07),
- equipment (program report code 61),
- supplies (program report code 61),
- materials (program report code 61),
- textbook funds (program report code 61),
- state exceptional children's funds (program report code 32), and
- state grants through the Alcohol and Drug Defense program (program report code 40)

No transfers are allowed from funding for program enhancement teachers, health education coordinators, driver training, differentiated pay bonus, Willie M., developmental day care, low wealth supplemental funding, and federal funds. Transportation funds must be used only for transportation, but may be transferred between the regular school year and the summer school program. Funds may be transferred into the category for teacher assistants, but not from teacher assistants to other program types. Your LEA does, however, have flexibility in the grade levels in which teacher assistants are employed.

Your school should explore the sponsorship of extended services with community agencies and businesses. Another option is to seek grants and foundations from corporations. **Major federal funding strategies for school-linked services are listed below.**

Education

- **Chapter 1** (program report code 50) serves elementary and secondary students who are educationally disadvantaged and can also support a range of education-related activities.

- **Individuals With Disabilities Act (P. L. 101-476)** authorizes federal funding to states to ensure that children with one or more disabilities receive a free appropriate public education, including necessary related services.

- **Carl Perkins Vocational Education Funds** provide services to vocational students, including disadvantaged and handicapped students.

Health

- **Medicaid, Title XIX of the Social Security Act** is administered by states to provide health care to the poor. Although all Medicaid states must provide core mandated services, they may choose to provide up to thirty-one optional benefits.

- **Early Periodic, Screening, and Diagnosis, and Treatment Service (EPSDT)** provides health screening, vision, dental, hearing, and other necessary health care services.

- **Title V of the Social Security Act Maternal and Child Health Block** Grant is a revenue source that consolidates seven programs for mothers and children.

Social Services

- **Title IV-E of the Social Security Act** provides federal reimbursement for costs associated with out-of-home placement and foster care for children eligible for Aid to Families with Dependent Children. Depending on the state's plan, funds could be used for summer camps, transportation, and day care for children in foster homes.

- **The Family Support Act of 1988 (FSA)** has a JOBS component that provides education and training to targeted groups of parents receiving AFDC to help them become more self-supporting. Services may include adult education courses and child care.

- **Title XX Social Services Block Grant** provides general social services and supports services for children and families.

- **The Child Care Development Block Grant** provides direct federal support for child care. The At-Risk Child Care Program offers similar services.

- **The Alcohol, Drug Abuse, and Mental Health Block Grant** offers prevention, education, counseling, and treatment services.

How should the program be evaluated?

Evaluation is a required, integral part of every successful program. The evaluative data provide information on whether or not a program is operating as you designed; how well your program is functioning; and the impact of the program on the achievement of your students. Two types of evaluation are needed to document the successes and weaknesses of your program. The formative or process evaluation is designed to ascertain if the program is operating as it should and if the operations are efficient and timely. The summative or outcome evaluation determines how well your program's objectives are being met and what effect the program is having on student achievement.

1. Identify program components and environmental factors that will be evaluated. Your evaluator should review the program proposal, program components, program materials and activities, and then make a list of elements that will be evaluated. The evaluator should then set up a meeting of a selective group of school-based staff who are directly involved in your program to ask for additions to the list. Your evaluator should also secure approval of the elements to be evaluated.
2. General data questions set limits for the evaluation process. Your evaluation questions should address the program's operation, the school environmental factors that impact on it, and the program's impact on student achievement. The evaluation questions can be revised as necessary to insure that all needed data are included in your evaluation process.
3. Select a design. Your design will specify what data will be collected, how and when it will be collected, and from whom the data will be collected. An appropriate evaluation design will generate the highest quality data possible within the constraints imposed by the real-world environment of the program.
4. Determine the data collection instruments you need. Questions may be clustered into subgroups of the instrument, and data from each subgroup is analyzed separately. Some of your questions can be answered by using existing information such as student and program records. It is recommended that your evaluation instruments be prepared at least two months ahead.
5. Collect, interpret, summarize, and report data that you collect. Your data should be analyzed and interpreted as soon as possible after it is collected. Data interpretation is always a narrative statement backed up by summary charts, tables, and figures. Once all data have been collected and analyzed, appropriate adjustments should be made in the program, if needed. The evaluation of your program is a proven method of validating its success and its value to the students, the community, and the school system.

Whom should you contact at the Department of Public Instruction if you have questions?

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What LEAs are implementing the Accelerated Schools Project?

If you decide to implement Accelerated Schools, you may contact Eleanor Bainbridge, Coordinator for Programs for the Academically Gifted, in the Durham Public Schools who can provide additional information on the program.

ALTERNATIVE EDUCATIONAL PROGRAMS

What is it?

Alternative education is based upon the belief that there are many ways to become educated as well as many types of environments and structures within which education may occur. Some alternative educational programs may offer instructional services during nonschool hours as well as during the regular day. Common types of alternative education include

- **continuation schools** which provide an option for dropouts, potential dropouts, pregnant students, and teenage parents. These are designed to be less competitive and to provide a more individualized approach to learning. Programs vary, but usually include individualized learning plans that accommodate support services, personal responsibility for attendance and progress, nongraded or continuous progress, and personal/social development experiences. Catawba Valley High School is an excellent example of a continuation school.

- **schools within a school** represent an option developed to reduce the size and numbers of large schools into more manageable and humane units. They may represent large groups within one building such as in the middle school concept or a small number of students who need individualized instruction and special support services. The program is designed to enhance student achievement, teach responsible classroom behaviors, and motivate regular school attendance. The *Options* program developed by the Lexington Youth and Family Counseling Services operates as a school-within-a-school. South Stokes High School in Stokes County also has a school-within-a-school that employs most of the components in Ted Sizer's Coalition of Essential Schools. Many year-round schools operate as schools-within-a-school.

What are the components?

There are several components which must be addressed if alternative education is to meet the individual needs of **troubled and/or disruptive students**.

- The school should have a **well-defined mission** which seeks to provide a therapeutic and academically challenging program for assigned students. For those students in continuation schools and schools-within-a-school for students with severe disruptive behavior and/or criminal activity, one of the goals should be to equip the student to **return to the regular school program as soon as possible**.

- All personnel within the school should exhibit a **caring atmosphere** evidenced by **mutual respect, high expectations, and a sense of community**.

- A low **teacher/student ratio** allows students and teachers to work together cooperatively and students to receive the individual attention they may need.

- A successful alternative school requires a **highly trained and skilled staff** that operates as a team. Alternative programs for disruptive students need an LEA's best teachers, not inexperienced and unmotivated teachers.
- A **full contingent of professional student support services** should be available to all students. These services include counseling, psychology, and social work that will address the social, behavioral, and emotional problems of designated students.
- The school should operate under a system of **positive discipline**.
- The school should provide each student with a **relevant, high quality, and meaningful curriculum**.
- The program should be designed to **enhance the self esteem of each student**.
- The alternative program should maintain **regular contact with teachers and administrators from the home school** from which the student was referred until the student is returned to the home school.
- The school/LEA should **address all due process procedures** for students and their parents who may want to contest student assignments to alternative schools.
- In cases where the alternative program is serving disruptive students, the school should develop an **individual plan for improving student behavior and dealing with the underlying reason for the student's referral** to the alternative program. In addition, there should be regular and comprehensive evaluations of each student's progress based on established measurable objectives for each student. In addition, there should be **regular and comprehensive evaluations** of each student's progress.
- **Community volunteers** could serve as tutors, mentors, and big brothers and sisters.
- **Active parent involvement** should be encouraged. This can be accomplished through positive contacts by school officials, training sessions, group meetings, and school activities which include parents.
- **Collaboration with businesses** can provide speakers, employment placement, and financial resources.
- Students could be given opportunities to **get involved in public service**.

How many students can be served, and how much does the program cost?

Alternative programs currently in existence in North Carolina serve from eleven to 500 students. Program costs vary from $15,000 to $3,115,768.

How is the program implemented?

The program should be thoroughly planned before implementation, and monitored, reviewed, and modified as necessary during the implementation. Several major considerations in planning and implementing alternative educational programs must be addressed.

1. Identify students to be served and the purposes of the alternative school. Since alternative educational programs can be developed to serve a variety of populations and purposes, the most important step in program design is to identify the specific students to be served and to determine the specific purposes of the program.
2. Choose program goals and objectives, including measurable outcomes. Outcomes may include academic, behavioral and/or affective objectives. Such issues as the desired balance between structure and flexibility, degree of student-centeredness, and degree of coordination with community resources also need to be incorporated into the program design.
3. Determine an adequate site and schedule for serving the proposed target group of students. Sites may range from part of an existing school building or a separate building on the school campus to a location removed from campus. Schedules may span the range from before school, during school, or after school to evenings, Saturdays, and summers.
4. Describe the selection process for students. The first consideration for the student selection process is whether student participation in an alternative educational program will be optional or mandatory. Additionally, selection criteria and the identities of those who are to be part of the selection process must be determined, including whether or not the students themselves are to be part of the process. Finally, the nature of the information necessary to make a selection decision must be defined.
5. Contact the Division of School Services at the Department of Public Instruction to inquire about transportation options.
6. Determine a selection process for the staff who will serve the students in the alternative educational program. Staff selection should consider the characteristics of the target population of students and outcomes desired. Consideration should be given to the desired ratio of each type of staff to students being served. Typically, the ratio of staff (teachers, counselors, other support staff) to students will be smaller than that of the regular education program. As an example, the type and ratio of staff for a dropout prevention program might be quite different from that in a remediation program for students exhibiting chronic or severe behavior problems.

7. Train and prepare staff for their program responsibilities, including at least some preliminary training before initiation of the program and on-going training as needed.
8. Define operational policies and procedures for the program, preferably with involvement of the program staff. The policies and procedures should minimally include attendance, academic, and conduct expectations of students.

What type of staff development is necessary to implement the program?

The type of staff preparation needed will vary according to program goals and the nature of the students involved. Normally it should include development or refinement of instructional skills since the primary mission of an alternative educational program, as is the case with any other kind of public school program, is the academic preparation of the students.

Some skills that might prove valuable in an alternative educational program include cooperative learning, addressing learning styles of students, mastery learning, computer and other technology-assisted instruction, team teaching, and alternative assessment (authentic assessment, student portfolios). Again depending on the nature of the program, the following topics might prove fruitful for staff training: holistic guidance of students as a school-wide mission and activity, cultural diversity, crisis prevention/intervention, conflict resolution (including mediation methods), parent involvement, and family intervention.

How can the program be financed?

The following sources of funds may be used to implement alternative educational programs:

- dropout prevention and students at risk (program report code 02),
- vocational education (program report code 13),
- staff development (program report codes 04, 28, 34, and 37), and
- summer school/remediation (program report code 69).

Your school may also request a waiver **to move funds** from an area of excess to the desired program area, with the exception of a few categories. This program area must, however, be included in the school's PBAP plan, and this plan can be revised at any time. Once the school has decided to make a request to shift funding, the request then goes to the local board of education. If approved by the local board, the waiver is submitted to the State Board of Education. After approved waivers are received, transfers are submitted to the School Budget Section of the Division of School Business Services. That section actually carries out the transfer of funds. Some of the program areas that provide flexibility in state funding and that you might consider for a waiver include:

- teacher positions (program report code 01),
- instructional support positions (program report code 07),

- equipment (program report code 61),
- supplies (program report code 61),
- materials (program report code 61),
- textbook funds (program report code 61),
- state exceptional children's funds (program report code 32), and
- state grants through the Alcohol and Drug Defense program (program report code 40)

No transfers are allowed from funding for program enhancement teachers, health education coordinators, driver training, differentiated pay bonus, Willie M., developmental day care, low wealth supplemental funding, and federal funds. Transportation funds must be used only for transportation, but may be transferred between the regular school year and the summer school program. Funds may be transferred into the category for teacher assistants, but not from teacher assistants to other program types. Your LEA does, however, have flexibility in the grade levels in which teacher assistants are employed.

Your school should explore the sponsorship of extended services with community agencies and businesses. Another option is to seek grants and foundations from corporations. **Major federal funding strategies for school-linked services are listed below.**

Education

- **Chapter 1** (program report code 50) serves elementary and secondary students who are educationally disadvantaged and can also support a range of education-related activities.

- **Individuals With Disabilities Act (P. L. 101-476)** authorizes federal funding to states to ensure that children with one or more disabilities receive a free appropriate public education, including necessary related services.

- **Carl Perkins Vocational Education Funds** provide services to vocational students, including disadvantaged and handicapped students.

Health

- **Medicaid, Title XIX of the Social Security Act** is administered by states to provide health care to the poor. Although all Medicaid states must provide core mandated services, they may choose to provide up to thirty-one optional benefits.

- **Early Periodic, Screening, and Diagnosis, and Treatment Service (EPSDT)** provides health screening, vision, dental, hearing, and other necessary health care services.

- **Title V of the Social Security Act Maternal and Child Health Block** Grant is a revenue source that consolidates seven programs for mothers and children.

Social Services

- **Title IV-E of the Social Security Act** provides federal reimbursement for costs associated with out-of-home placement and foster care for children eligible for Aid to Families with Dependent Children. Depending on the state's plan, funds could be used for summer camps, transportation, and day care for children in foster homes.

- **The Family Support Act of 1988** (FSA) has a JOBS component that provides education and training to targeted groups of parents receiving AFDC to help them become more self-supporting. Services may include adult education courses and child care.

- **Title XX Social Services Block Grant** provides general social services and supports services for children and families.

- **The Child Care Development Block Grant** provides direct federal support for child care. The At-Risk Child Care Program offers similar services.

- **The Alcohol, Drug Abuse, and Mental Health Block Grant** offers prevention, education, counseling, and treatment services.

How should the program be evaluated?

Evaluation is a required, integral part of every successful program. The evaluative data provide information on whether or not a program is operating as you designed; how well your program is functioning; and the impact of the program on the achievement of your students. Two types of evaluation are needed to document the successes and weaknesses of your program. The formative or process evaluation is designed to ascertain if the program is operating as it should and if the operations are efficient and timely. The summative or outcome evaluation determines how well your program's objectives are being met and what effect the program is having on student achievement.

1. Identify program components and environmental factors that will be evaluated. Your evaluator should review the program proposal, program components, program materials and activities, and then make a list of elements that

will be evaluated. The evaluator should then set up a meeting of a selective group of school-based staff who are directly involved in your program to ask for additions to the list. Your evaluator should also secure approval of the elements to be evaluated.

2. General data questions set limits for the evaluation process. Your evaluation questions should address the program's operation, the school environmental factors that impact on it, and the program's impact on student achievement. The evaluation questions can be revised as necessary to insure that all needed data are included in your evaluation process.
3. Select a design. Your design will specify what data will be collected, how and when it will be collected, and from whom the data will be collected. An appropriate evaluation design will generate the highest quality data possible within the constraints imposed by the real-world environment of the program.
4. Determine the data collection instruments you need. Questions may be clustered into subgroups of the instrument, and data from each subgroup is analyzed separately. Some of your questions can be answered by using existing information such as student and program records. It is recommended that your evaluation instruments be prepared at least two months ahead.
5. Collect, interpret, summarize, and report data that you collect. Your data should be analyzed and interpreted as soon as possible after it is collected. Data interpretation is always a narrative statement backed up by summary charts, tables, and figures. Once all data have been collected and analyzed, appropriate adjustments should be made in the program, if needed. The evaluation of your program is a proven method of validating its success and its value to the students, the community, and the school system.

Whom should you contact at the Department of Public Instruction if you have questions?

Sandy Hazouri
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Elementary School Education
NC Department of Public Instruction
301 N. Wilmington Street
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919-715-1639

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Dropout Prevention and Students At Risk Consultant
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919-715-1732

David Bryant
School Counseling Consultant
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919-715-1643

Jeanne Haney
Dropout Prevention and Students At Risk Consultant
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Raleigh, NC 27601-2825
919-715-1694

Dennis Stacey
Chief Consultant
High School Education
NC Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825
919-715-1632

What LEAs are implementing alternative educational programs?

If you decide to implement an alternative educational program, here are some other LEAs you may call on as a resource. The person listed has been designed by the LEA as a contact for the program(s).

Alamance County - Ben Howard
Alexander County - R. J. Young
Alleghany County - Suzanne Mellow
Asheboro City - Charles Spivey
Asheville City - Pat Griffin
Beaufort County - Barbara Goddard
Bertie County - William Peele, Jr.
Norman Cherry
Bladen County - Jackie P. Williams
Brunswick County - Robert Harris
Buncombe County - Michael R. Washel
Burke County - Richard M. Jones
Caldwell County - Betty Franquemont
Catawba County - Catherine Brittain
Alistair Evans
Cherokee County - Doyce Cannon
Clay County - Bruce Woody
Cleveland County Laura L. Wells
Columbus County - Charles G. Holden
Craven County - Dennis Sawyer
Cumberland County - Perry O. Robinson
Currituck County - Jack Guard
Dare County - Orville Rush, Jr.
Davidson County - J. Evan Myers
Durham County - Shirley Johnson
Forsyth County - Constance R. Brown
Shirley J. Atkinson
Norris Baker
Ben Henderson
Curtis Little
Gaston County - Jim Watson
Graham County - Maxcine Williams
Guilford County - Gwendolyn Willis
Harnett County - Dickey Smith
Hertford County - August Abdur-Raafi
Hickory City - Peggy Mainess
Hoke County - Randy Bridges
Iredell-Statesville - Mary Nantz
Sam Kennington
Jackson County - Kenneth Nicholson
Johnston County - Mike Walters
Kings Mountain District - John Goforth
Lenoir County - Reginald Stroud
Lexington City - Nancy Clifton
McDowell County - Debra Ledford
Mecklenburg County - James Villella
Donna Scanlon
Thomas Asbury
Iris Battle
Ken Mazzaferro
Montgomery County - Gayenell Gull
Moore County - Ben Greene
Larry Riggan
Nash-Rocky Mount Schools - Tim Perry
New Hanover County - Bonnie Page
Onslow County - Donna Sue Deans
Orange County - Kathy LaFone
Pitt County - N. I. Baldree
Patricia Brewer
Polk County - James A. New

Randolph County - Paul Whitley
Richmond County - Shirley Fuller
Ralph Robertson
Robeson County - Norman Sampson
Rockingham County -Elon Cooke
Rowan County - Everette Coriher
Harold Thomas
Doug Eury
Scotland County - Bill Cooke
Shelby City - Dina Braddy
Surry County - Grey Boyles
Mt. Airy City - Melvin Miles

Transylvania County - Peggy Singleton
Union County - Billy Tyson
Rodney Webb
Vance County - Elizabeth Wright
Roscoe Hager
Wake County - Kathryn Chontos
Patricia Johnson
Yancey County - Thomas Koch
Watauga County - Sherri Carreker
Wayne County - Charles Rivers
Wayner Joyner

BEFORE AND AFTER SCHOOL PROGRAMS

What is it?

In recent years, concern for the well-being of school-aged children during the hours before and after school has increased. Before and after school care in the public schools is a programmatic initiative to provide safe, friendly supervision for "latchkey" children who would otherwise go home to an empty house without adult reassurance of protection. These programs can provide academic services as well as enrichment for children who may be frightened or lonely when unsupervised. The programs not only help elementary children, but also students in the middle schools who may take risks for the thrill and excitement they get and be subject to involvement in juvenile crime. Before and after school programs also alleviate the concerns of many working parents who would rather not leave their children unattended at home. In many cases, the before and after school programs offered in the public schools provide an obvious alternative to self-care for the students and families they serve.

What are the components?

Most school-age child care programs can be characterized as enrichment, recreational, custodial, or a combination of these three. Any of these program types should offer, as a minimum, a secure environment which meets children's health and safety needs.

- A **program of enrichment** offers structured classes and/or tutoring based on children's interests, needs, and abilities. These classes are developed by staff and others who are skilled in various areas. Examples of activities include classes in the arts such as music, drama, or drawing; or tutoring in academic areas.

- A **recreational program** offers a schedule of supervised free choice time and structured activities for which staff plan and prepare. Ideally, planning for these activities should take into account the children's interests, their ages, abilities and needs, and staff skills and interests. In good programs, you will find that children are often involved in the planning of the activities. Staff take an active part in activities with the children instructing, socializing, and providing new ideas.

- A **custodial program** essentially offers adult supervision of minimally structured free play and/or required activities in which children must take part. Some materials and activities are available. Adults generally "sit and watch" to assure that problems do not get out of hand, manage a simple schedule through which they direct children and occasionally interact socially with children. This type of program allows a higher number of children per teacher, but children are not exposed to positive experiences they find in the other types of programs.

All quality programs have a strong emphasis on the positive social/emotional development of children.

If your school decides to implement a before and/or after school program, assure that the quality of the program is high. The publication *School-Age Child Care: A Handbook for North Carolina Public Schools* published by the North Carolina Department of Public Instruction can help you do this.

How many students can be served, and how much does the program cost?

The average number of children per adult in North Carolina's public school before/after school child care programs is presently fourteen children to each adult. The range of costs for before/after school programs in North Carolina is $2,000 to $1,000,000. Many programs rely solely on tuition and fees to support the program. Tuition and fees will depend on your projected expenses and what parents are willing to pay. In setting fees and tuition, it helps to talk to representatives from other school-age care programs in your area to find out the amounts of their fee scale. Use information from your local needs assessment or other sources that would help you know how much parents in your area would be willing to pay.

How is the program implemented?

1. Develop and distribute a needs assessment survey to all parents of children in every grade. This will give you estimates of the types of programs parents want, the ages of children you will best serve, the numbers of children who might attend, and the cost that parents believe they might pay for the care and the most necessary times for care. Information from your survey can also be used to help build support for the program from the local school board and the other agencies involved, the staff who will have to cooperate with your program, and from other members of the community. You should plan to conduct the needs assessment at least six to twelve months before the date you anticipate beginning a program.
2. Develop the philosophy and goals for the before/after school program. They will guide many of the initial decisions you make about your program. Since the philosophy and goals are the foundation of your program, a great deal of thought and research should go into this before the program actually begins. The philosophy should reflect both the needs of children and parents who will be served and be consistent with the ability of your school to provide for those needs. A written statement of the program's philosophy and goals should be developed. It is easiest if one or two people research the possibilities, brainstorm with others, and then pull together a clear statement.
3. Examine health and safety considerations. These should take precedence over all other aspects of the program. Although some procedures for safety may seem inconvenient to parents and other adults involved, if you explain the reasons for them to the parents, they will appreciate the efforts extended by the staff to keep their children safe. Policies should address check-in and sign-out procedures, discipline, safety rules and procedures, illness and medication, injuries and emergency treatment, and procedures for cases of suspected child abuse and/or neglect.

4. Develop and write operational policies which address the normal hours, days, and months of operation. Several enrollment options may be available to parents such as a portion of the week rather than the entire week. You also need to consider if drop-in care will be available and if additional hours or days can be available for special occasions such as teacher workdays, parent-teacher conference dates, etc. There should also be policies that address collecting fees, adhering to health and safety policies and procedures, picking up children late or not at all, transporting children to and from the program site, providing meals and snacks, and providing special activities such as gymnastics or piano lessons.
5. Develop budgets for the program. In making choices about your program, you give priority to items by the amount of financial support you allot to each item in the budget. This budget should meet your needs for the purchase of equipment and supplies, any renovations of facilities, salaries for the planning stages of the program, staff orientation, and salaries for the first few weeks of actual operation. All financial procedures should be written down and follow established accounting rules. Because of this, you will need to work closely with the accounting staff. Guidelines should be in place for handling collecting and recording fees, purchasing supplies, maintaining payroll information and paying staff, and keeping account of all income and expenses.
6 Determine what insurance and liability coverage your program will need, and find out whether the coverage provided for the regular school program will apply. Your school board attorney can help you find out what types and how much coverage you will need.
7. Select a site for your program. Your selection may depend on what you learned through an initial needs assessment. You may decide to just offer a before school program or just an after school program rather than both. Once the site is selected, you need to determine which facilities within that site your program can best use.
8. Recruit the children who will participate in the program. This requires you to inform parents about the program's availability. Information is usually distributed as brief publicity handouts which are sent home with children.
9. Determine the maximum number of students you will be able to accept. This decision may depend on space availability. Information from your needs assessment will influence your enrollment projection as will your eligibility criteria. Eligibility requirements should include age, attendance at certain schools, and whether your program will consider accepting children with special needs. Develop written policies concerning the basis for selection. Be sure to give parents a copy of all policies and procedures that will affect them or their children.
10. Contact the Division of School Services at the Department of Public Instruction to inquire about transportation options.
11. Develop job descriptions and hire staff. A specific job description helps you hire staff, provides guidelines to staff as they work, and provides a basis for later evaluations. It is important to spend some time thinking about this since you may

be hiring staff from different backgrounds. Personal qualities may be just as important, if not more important, than credentials. Typically, small programs have a lead teacher in charge and an assistant, if needed. To be prepared for emergencies, it is best to have two responsible adults with any group of children at all times.

12. Develop a plan to cover for staff absences. Programs should have a current list of qualified substitutes who are available to fill in when a teacher who is out. In any case, staff/child ratios must be maintained so that safety and program quality are not in jeopardy when regular staff are absent.
13. Plan program activities that address the interests and needs of children. They should also be planned so they take advantage of staff interests, abilities, and enthusiasm. The ages of the children should be taken into account when activities are planned. Very different types of activities should be provided for young adolescents than those provided for younger children.
14. Establish open communication with parents. On enrollment, parents should be given a handbook containing the statement of philosophy and goals and all policies and information they should have about the program. In addition to the handbook, keep communication open through notes. You may want to use newsletters to give parents information about policies, activities, and other information you think would be useful.
15. Involve all staff in an annual evaluation of the program. The annual evaluation should be considered the minimum. A formal evaluation is usually the most reliable way of finding out how well a program is succeeding in all areas of operation. Program staff should be informally evaluated regularly, and weekly or monthly staff meetings provide a time to discuss staff performance as well as provide opportunities to work out any problems that arise. You may also find that a financial evaluation or audit may be necessary for your program. Special types of funding occasionally require an audit. It is best to check with your LEA's finance officer for advice if you need to have an audit done.

What type of staff development is necessary to implement the program?

You will need to provide a ten-hour orientation for all new staff. This will require that you have training materials which include a statement of the program's goals, philosophy, official procedures to follow, expectations of each job, and information regarding schedules and activities. It will also require that you have easy to understand information about child development and group and behavior management techniques. An additional twenty hours of staff development throughout the year contributes to maintaining a high quality program. Staff development can consist of a variety of programs and activities and can be offered in-house or by an outside organization.

How can the program be financed?

In addition to charging tuition and fees, the following sources of funds may be used to implement before/after school programs:

- dropout prevention and students at risk (program report code 02),
- vocational education (program report code 13),
- staff development (program report codes 04, 28, 34, and 37), and
- summer school/remediation (program report code 69).

Your school may also request a waiver **to move funds** from an area of excess to the desired program area, with the exception of a few categories. This program area must, however, be included in the school's PBAP plan, and this plan can be revised at any time. Once the school has decided to make a request to shift funding, the request then goes to the local board of education. If approved by the local board, the waiver is submitted to the State Board of Education. After approved waivers are received, transfers are submitted to the School Budget Section of the Division of School Business Services. That section actually carries out the transfer of funds. Some of the program areas that provide flexibility in state funding and that you might consider for a waiver include:

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2. General data questions set limits for the evaluation process. Your evaluation questions should address the program's operation, the school environmental factors that impact on it, and the program's impact on student achievement. The evaluation questions can be revised as necessary to insure that all needed data are included in your evaluation process.
3. Select a design. Your design will specify what data will be collected, how and when it will be collected, and from whom the data will be collected. An appropriate evaluation design will generate the highest quality data possible within the constraints imposed by the real-world environment of the program.
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interpretation is always a narrative statement backed up by summary charts, tables, and figures. Once all data have been collected and analyzed, appropriate adjustments should be made in the program, if needed. The evaluation of your program is a proven method of validating its success and its value to the students, the community, and the school system.

Whom should you contact at the Department of Public Instruction if you have questions?

Roland H. Whitted
Community Schools/Partnerships Consultant
Division of Communication Services
NC Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825

919-715-1242

What LEAs are implementing before/after school programs?

If you decide to implement after school programs, here are some other LEAs you may call as a resource. The contact person listed can tell you which of their schools have the program:

Alamance County - Carol Younger
Alexander County - Kent Kerley
Alleghany County - Frank Busic
Ashe County - Ken Cooper
Asheboro City - Diane Frost
Beaufort County - C. W. McLean
Bladen County - Joy Grady
Burke County - Marilyn Gordon
Caldwell County - Helen Fowler
Camden County - Ina Lane
Chatham County - Glenn Schaffer
Catawba County - Jim Sprinkle
Cherokee County - Cindy Martin
Chowan County - Michelle Alexander
Cleveland County - Catherine Price
Clinton City - Ronald Montgomery
Dare County - Janice Tillett
Durham County - Linda Chappel
Althia Scriven
Edgecombe County - Diane LeFiles
Elkin City - Kathryn Mounce
Forsyth County - Kay Shields
Franklin County - Jane Waring-Wheeler
Gates County - Adrienne Bradley
Graham County - Tonia Walsh
Henderson County - Jack Johnson
Hertford County - Linda Pierce
Iredell-Statesville Schools - Anne Rowe
Kings Mountain District - Patsy Walker
Lenoir County - Jim Bardon
Lincoln County - Millie Costner
Macon County - Joann Clark
McDowell County - Joyce Upton
Mooresville City - Buddy Guin
Mt. Airy City - Michael Hiatt
Orange County - Ann Wilkerson
Pasquotank County - Charles White
Pender County - Joyce Keith
Person County - Brenda Long
Polk County - Joan Nash
Robeson County - Fred McKinnon
Rockingham County - Donnie Joyce

Surry County - Elizabeth McNichols
Warren County - Mary Hunter
Washington County - Kathy Waters
Wayne County - Deborah Matthews
Yadkin County - Mary Sue Johnson

COMER SCHOOL DEVELOPMENT PROGRAM

What is it?

The Comer School Development Program was developed by Dr. James P. Comer, a child psychiatrist at the Yale Child Study Center in 1968. While working with other colleagues in some of New Haven's most at-risk schools, it became apparent to Dr. Comer that many of the schools were dysfunctional to the extent that organizational problems were undermining student achievement.

This model links together people and programs so as to improve the school culture for parents, teachers, and students. The model is used to plan and manage all activities within a school in a way that promotes desirable staff and parent relationships and, in turn, desirable student learning and behavior. The Comer School Development Program seeks to develop creative ways for solving problems using the collective good judgment of educators, parents, and the community and provides a mechanism for identifying the need for extended services and implementing such a program.

What are the components?

The Comer model consists of three mechanisms: the School Planning and Management Team, the Mental Health Team, and the Parent Committee. Each works collaboratively to initiate programs to provide extended services to at-risk students.

- The **School Planning and Management Team (SPMT)** develops the comprehensive school plan and manages all details required to achieve the mission, goals, and objectives of the plan.

- The **Mental Health Team (MHT)** includes the expertise of counselors, social workers, therapists, psychologists, and whenever appropriate, participation by other human service providers. The main task of the MHT is to develop a prevention and intervention plan that focuses on the multiple needs of youngsters. In some cases, the MHT also acts as case managers for at-risk students in the school.

- The **Parent Committee** implements all programs and projects that are designed to enhance the role of parents in the education of their children. The success of the Parent Committee is tied to increasing the level of awareness and understanding parents have about policies, processes, and programs that are carried out by the school which their children attend. In an ideal situation, the Parent Committee reaches families, who for a variety of reasons, have little or no involvement in the education of their children.

Each team plans activities that are designed to increase the capabilities of children both socially and intellectually. Using the Six Critical Pathways as a model, the teams determine multiple ways in which learning should occur in order to achieve this end. The model helps teachers develop and enrich curricula, select materials and resources, and assist parents and families with their need for information. Additionally, this model can help teachers reflect more thoughtfully on alternative teaching methods and approaches. The Six Pathways are based on sound child development principles.

- **Physical Pathway** - The physical needs of many at-risk children in our schools present additional barriers that concern educators and health care professionals alike. When a student is coping with pain or feels physically threatened, s/he will invest more time thinking about these immediate needs rather than about learning tasks. What is often defined by teachers as a low motivation problem in children is frequently traceable back to some unmet physical need.

- **Psycho-Emotional Pathway** - Closely linked to the physical needs of children is the inestimable role of the environment in nurturing a sense of self in the child, that is, an understanding of and positive regard for oneself as well as one's ability to productively contribute to society (Kinsler, Joyner, 1991). Defining an emotionally balanced student is subject to a range of variables least of which are chronological age and level of maturity. Fear, anger, stress, and many other emotions affect learning and self-confidence. Families and educators should work collaboratively to ensure the psycho-emotional wellness of a school staff and students. Through advisement from the Mental Health Team, the school should exhaust all opportunities to help students understand and cope with the range of emotions that characterize all people. The curriculum along with authentic experiences of children are excellent sources from which to draw.

- **Moral/Ethical Pathway** - Teen pregnancy, substance abuse, school violence, racism, and other serious issues can no longer be categorized as ordinary discipline problems. Instead, these problems often reflect entrenched family and societal breakdowns.

  Crucial to all human interactions is the child's understanding of standards by which behavior is judged. These standards are best internalized by students when families and schools reach consensus on the content of character education programs and how teaching should occur.

- **Cognitive/Intellectual Pathway** - Because children learn in different ways and at different times, educators must provide students with a variety of learning strategies to develop cognition in children. When curricula are integrated and learning is experiential, intellectual growth in children will increase.

- **Speech/Language Pathway** - Research consistently supports that achievement gaps between students in the early grades are attributable to disparate conditions under which language skills develop prior to entering school. Opportunities to engage in meaningful conversation, exposure to developmentally appropriate materials, and interacting with effective language users are the preconditions needed by children to successfully tackle other complex learning tasks. The role of the family cannot be emphasized enough as young children begin to experiment with language in purposeful ways. Educators, too, must take deliberate steps to assess the outcomes of existing language skills programs with an eye on broadening and cultivating new learning opportunities for students.

- **Social/Interactive Pathway** - The early development of interpersonal competence provides the emotional basis to form and engage in varied social relationships. Comer suggests that when a child's social skills are deemed "appropriate" by the teacher, they elicit positive reactions. Such responses and feedback from the teacher are the building blocks of one's self-concept. On the other hand, when deemed unacceptable by the teacher, the relationship becomes "lose/lose", rigid, and fosters the feeling of rejection.

How many students can be served, and how much does the program cost?

The Comer School Development Program is currently in operation in schools that average 450 students in membership. Program costs range from $7,500 to $10,000.

How is the program implemented?

Model implementation occurs over a one-year period during which time educators, parents, and other personnel undergo extensive training. Follow-up coaching and technical assistance will occur after each of the three phases of training.

1. The faculty and staff elect to become involved in the Comer School Development Program.
2. A central office facilitator is identified.
3. The faculty and staff of the school receive an introduction to the Comer Process. This training addresses the history and philosophy, the nine components of the model, team organization, and team roles and responsibilities.
4. The school staff receives follow-up coaching to implement the areas addressed in the initial training.
5. The faculty and staff receive training in developing partnerships. Areas addressed in this phase include building common knowledge, working as teams, and analyzing team tasks.
6. Schedule follow-up coaching to begin developing partnerships.
7. Provide training on strategic planning to include using data purposefully, setting and achieving goals, merging PBAP with Comer, and providing meaningful staff development and parent training.
8. Schedule follow-up sessions on strategic planning.
9. Develop a comprehensive school plan. In North Carolina, this is the Performance

Based Accountability Program (PBAP).

10. Assess and modify the comprehensive school plan to identify new opportunities and allow orderly change and adjustment.
11. Provide on-going staff development in areas of identified need.

What type of staff development is necessary to implement the program?

Faculty and staff should plan to be involved in six days of training over a one-year period. There are three phases to the training, and each phase is approximately two days. Topics include and Introduction to the Comer Process, Partnership Development, and Strategic Planning. The Department of Public Instruction will be the primary provider of services, coaching, and staff development to the school.

Your school may identify other areas of staff development that are needed and can arrange for that to occur on an as-needed basis.

How can the program be financed?

The following sources of funds may be used to implement the Comer School Development Project:

- dropout prevention and students at risk (program report code 02),
- vocational education (program report code 13),
- staff development (program report codes 04, 28, 34, and 37), and
- summer school/remediation (program report code 69).

Your school may also request a waiver **to move funds** from an area of excess to the desired program area, with the exception of a few categories. This program area must, however, be included in the school's PBAP plan, and this plan can be revised at any time. Once the school has decided to make a request to shift funding, the request then goes to the local board of education. If approved by the local board, the waiver is submitted to the State Board of Education. After approved waivers are received, transfers are submitted to the School Budget Section of the Division of School Business Services. That section actually carries out the transfer of funds. Some of the program areas that provide flexibility in state funding and that you might consider for a waiver include:

- teacher positions (program report code 01),
- instructional support positions (program report code 07),
- equipment (program report code 61),
- supplies (program report code 61),
- materials (program report code 61),
- textbook funds (program report code 61),
- state exceptional children's funds (program report code 32), and

- state grants through the Alcohol and Drug Defense program (program report code 40)

No transfers are allowed from funding for program enhancement teachers, health education coordinators, driver training, differentiated pay bonus, Willie M., developmental day care, low wealth supplemental funding, and federal funds. Transportation funds must be used only for transportation, but may be transferred between the regular school year and the summer school program. Funds may be transferred into the category for teacher assistants, but not from teacher assistants to other program types. Your LEA does, however, have flexibility in the grade levels in which teacher assistants are employed.

Your school should explore the sponsorship of extended services with community agencies and businesses. Another option is to seek grants and foundations from corporations. **Major federal funding strategies for school-linked services are listed below.**

Education

- **Chapter 1** (program report code 50) serves elementary and secondary students who are educationally disadvantaged and can also support a range of education-related activities.
- **Individuals With Disabilities Act (P. L. 101-476)** authorizes federal funding to states to ensure that children with one or more disabilities receive a free appropriate public education, including necessary related services.
- **Carl Perkins Vocational Education Funds** provide services to vocational students, including disadvantaged and handicapped students.

Health

- **Medicaid, Title XIX of the Social Security Act** is administered by states to provide health care to the poor. Although all Medicaid states must provide core mandated services, they may choose to provide up to thirty-one optional benefits.
- **Early Periodic, Screening, and Diagnosis, and Treatment Service (EPSDT)** provides health screening, vision, dental, hearing, and other necessary health care services.
- **Title V of the Social Security Act Maternal and Child Health Block Grant** is a revenue source that consolidates seven programs

for mothers and children.

Social Services

- **Title IV-E of the Social Security Act** provides federal reimbursement for costs associated with out-of-home placement and foster care for children eligible for Aid to Families with Dependent Children. Depending on the state's plan, funds could be used for summer camps, transportation, and day care for children in foster homes.
- **The Family Support Act of 1988 (FSA)** has a JOBS component that provides education and training to targeted groups of parents receiving AFDC to help them become more self-supporting. Services may include adult education courses and child care.
- **Title XX Social Services Block Grant** provides general social services and supports services for children and families.
- **The Child Care Development Block Grant** provides direct federal support for child care. The At-Risk Child Care Program offers similar services.
- **The Alcohol, Drug Abuse, and Mental Health Block Grant** offers prevention, education, counseling, and treatment services.

How should the program be evaluated?

Evaluation is a required, integral part of every successful program. The evaluative data provide information on whether or not a program is operating as you designed; how well your program is functioning; and the impact of the program on the achievement of your students. Two types of evaluation are needed to document the successes and weaknesses of your program. The formative or process evaluation is designed to ascertain if the program is operating as it should and if the operations are efficient and timely. The summative or outcome evaluation determines how well your program's objectives are being met and what effect the program is having on student achievement.

1. Identify program components and environmental factors that will be evaluated. Your evaluator should review the program proposal, program components, program materials and activities, and then make a list of elements that will be evaluated. The evaluator should then set up a meeting of a selective group of school-based staff who are directly involved in your program to ask for additions to the list. Your evaluator should also secure approval of the elements to be evaluated.

2. General data questions set limits for the evaluation process. Your evaluation questions should address the program's operation, the school environmental factors that impact on it, and the program's impact on student achievement. The evaluation questions can be revised as necessary to insure that all needed data are included in your evaluation process.
3. Select a design. Your design will specify what data will be collected, how and when it will be collected, and from whom the data will be collected. An appropriate evaluation design will generate the highest quality data possible within the constraints imposed by the real-world environment of the program.
4. Determine the data collection instruments you need. Questions may be clustered into subgroups of the instrument, and data from each subgroup is analyzed separately. Some of your questions can be answered by using existing information such as student and program records. It is recommended that your evaluation instruments be prepared at least two months ahead.
5. Collect, interpret, summarize, and report data that you collect. Your data should be analyzed and interpreted as soon as possible after it is collected. Data interpretation is always a narrative statement backed up by summary charts, tables, and figures. Once all data have been collected and analyzed, appropriate adjustments should be made in the program, if needed. The evaluation of your program is a proven method of validating its success and its value to the students, the community, and the school system.

Whom should you contact at the Department of Public Instruction if you have questions?

Olivia H. Oxendine
Dropout Prevention and Students At Risk/Indian Education Consultant
Elementary School Education
301 N. Wilmington Street
Raleigh, NC 27601-2825
919-715-1735

What LEAs are implementing the Comer School Development Program (CSDP)?

If you decide to implement the CSDP, here are some other LEAs you may call on as a resource. The contact person listed can tell you which of their schools have the program:

Bladen County - Essic Williams
Buncombe County - Bobbie Short
Burlington City - Helen Styles
Cherokee County - Gary Steppe
Craven County - Nancy Carroll
Cumberland County - Eleanor Herndon
Durham County - Barbara Hastings
Franklinton City - Peggy McGhee
Guilford County - Lillie Jones
Halifax County - Carolyn Johnson
Lenoir County - Charles Coward
Robeson County - Fred McKinnon
Wake County - Peggy Churn
Weldon City - Shirley Vincent
Wilson County - Mural Lanier

COMPREHENSIVE SCHOOL IMPROVEMENT MANAGEMENT CONCEPT

What is it?

The Comprehensive School Improvement Management Concept is a system of managing the organization of a school and focuses on positive school climate, individual attention, vocational/career awareness needs, and identification and prevention of problems that may lead to students being unsuccessful in school. The basic approach to serving students is examined by the School Improvement Team and reviews such factors as lengthening of the school day, reducing class size, developing a student services management team, implementing direct services to students at risk, and networking school and community resources more efficiently. The components of the Concept can be implemented in elementary, middle and high schools. Its flexibility allows individual schools to adapt it to their own needs. There are basic components which, when implemented together, provide better services to and options for students. The Comprehensive School Management Concept is a mechanism through which extended services can be planned and implemented.

What are the components?

The basic components of the Concept provide a broad-based approach to meeting the needs of at-risk students.

- **Identifying the at-risk population** requires a systematic process based on major risk factors such as attendance, grades, behavior and retention. The process further includes a procedure for individual referral by faculty, parents, students, and others.

- The **student services management team** is an interdisciplinary team which consists of student services personnel, classroom teachers, and other staff based at the school site. The focus for this team's effort is the total pool of students at risk. Each management team member is designated as the "personal adviser"/case manager for a number of at-risk students. The team meets routinely to discuss issues and plan services.

- **Extending the school day** provides additional periods and allow flexibility in scheduling. The additional periods provide for students who need more flexible hours than the traditional school day allows. Restructuring the **traditional master schedule** offers opportunities for classes during a "zero" period before school and/or "seventh/ eighth" periods after the close of the regular day. All types of possibilities can be explored at these times.

  The most basic service is the offering of the four core subjects to allow students to catch up to grade level or graduate on time. Also available could be tutorial services and mastery learning for students who need additional support for skills with **longer periods of time**. Cultural arts activities, vocational classes, advanced levels, SAT review, etc. are made available with credit, usually quarter or semester units. Computer and other classes where staff and facilities limit the number of students having access during the regular day can be offered during the extended hours.

Such flexible scheduling can accommodate students in vocational cooperative programs who need afternoon or evening classes. Various physical education programs may be offered for credit during these periods, including some adaptive programs for handicapped students. Properly certified staff could also conduct student discussion/support groups in such areas as divorce, death, substance abuse, and other topics. Instructional programs may be provided for students interested in special arts including bands and group piano, guitar, etc. This would allow smaller schools to expand their cultural arts offerings in specialized areas.

An additional extension of the school day in this concept is contracting with other agencies for off-campus courses such as cosmetology, modeling, radio, etc. These would be in addition to required classes at the high school.

- **Low-ratio academic focus classes** result from a realignment of regular staff and part-time teachers to teach one class of fifteen heterogeneously grouped students. The purpose of the class is to give a small group of teachers focus classes to implement new instructional techniques.

- The **disciplinary component** of this program provides a lunch and eighth period make-up for designated offenses. Failure to report to these periods results in assignment to Saturday make-up. Beyond this, students may then be referred for out-of-school suspension. Students must complete academic work during make-up times.

  The attendance policy provides for students to make up all classwork missed due to absences. Students report to the 7th and 8th periods to make up classwork due to unexcused absences.

  Behaviorally at-risk students are scheduled into nurturing classes with teachers who address the issue of positive self-concept. Each student is also assigned a personal adviser as explained earlier.

- **Nurturing classes** provide students opportunities to learn behaviors which will enhance their academic progress and improve self-concepts. Decision-making, thinking and study skills are emphasized in small classes of 12-15 students. Vocational and academic enhancement are included.

How many students can be served, and how much does the program cost?

Currently, the Comprehensive School Management Concept or components are in place in several school systems serving 6 to 2,000 students per school at a cost of $500 to $100,000.

How is the program implemented?

Preliminary Steps

In the improvement phase, the School Improvement Team should receive orientation on the management system, call and/or visit at least three (3) sites currently involved in the comprehensive management system, and then provide an awareness session to the total faculty, central office staff, and board of education. After these steps have been completed, the planning phase will begin. During this phase, the School Improvement Team will study each component of the management system and determine how and where the various components would be appropriate in their school. During the survey phase, the Team will survey the faculty and funding sources, decide upon a sequence of staff development, examine school and board policies that would be involved in implementing the system, explore community resources for part-time teachers, and project anticipated transportation needs. If the School Improvement Team decides that the Comprehensive School Management Concept is appropriate for your school, it may be phased in during a three-year period.

Year One

1. Select coordinator in your school
2. Form student services management team for your school faculty
3. Identify the school's target population
4. Assign personal advisers
5. Develop school schedule for student success
6. Organize nurturing classes
7. Revise policies on tardies, attendance, and discipline
8. Set up chill-out room procedures
9. Establish learning centers after traditional day
10. Begin community resource networking
11. Explore formation of focus classes
12. Provide appropriate staff development

Year Two

13. Organize focus classes
14. Flex teacher/student schedules

15. Hire part-time plug-in staff
16. Contact the Division of School Services at the Department of Public Instruction to inquire about transportation options.
17. Expand extended period
    a. offer vocational courses
    b. provide enrichment courses
    c. network with community resources to provide support classes
18. Network with community colleges to provide college credit courses
19. Provide appropriate staff development

Year Three

20. Develop rotation format for teacher research/development
21. Develop on-going subcommittee rotation process within SSMT for revision and/or evaluation of curriculum and school policies

What type of staff development is necessary to implement the program?

Total faculty awareness of the Comprehensive School Improvement Management Concept is crucial to its successful integration into the overall restructuring of the school. It is, therefore, recommended that specific time be set aside for staff development on the Comprehensive School Improvement Management Concept. Delivery of this presentation should reflect joint efforts from local and state personnel who have a clear understanding and focus of the Concept.

Since a key component involves nurturing and improving student self-concept and self-esteem through the total educational process, it would be helpful if staff participants could meet in small groups (or by departments) to begin assessing future staff development needs and begin to develop strategies for nurturing students through specific curricular disciplines. Following a faculty survey of staff development needs, a tentative time line should be formulated. Topics for staff development may include disaggregating student data, identifying and involving community resources, providing flexible scheduling, evaluating instructional practices and curriculum organization, and using appropriate instruments to assess learning.

How can the program be financed?

The following sources of funds may be used to implement the Comprehensive Concept:

- dropout prevention and students at risk (program report code 02),
- vocational education (program report code 13),
- staff development (program report codes 04, 28, 34, and 37), and
- summer school/remediation (program report code 69).

Your school may also request a waiver **to move funds** from an area of excess to the desired program area, with the exception of a few categories. This program area must, however, be included in the school's PBAP plan, and this plan can be revised at any time. Once the school has decided to make a request to shift funding, the request then goes to the local board of education. If approved by the local board, the waiver is submitted to the State Board of Education. After approved waivers are received, transfers are submitted to the School Budget Section of the Division of School Business Services. That section actually carries out the transfer of funds. Some of the program areas that provide flexibility in state funding and that you might consider for a waiver include:

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Your school should explore the sponsorship of extended services with community agencies and businesses. Another option is to seek grants and foundations from corporations. **Major federal funding strategies for school-linked services are listed below.**

Education

- **Chapter 1** (program report code 50) serves elementary and secondary students who are educationally disadvantaged and can also support a range of education-related activities.

- **Individuals With Disabilities Act (P. L. 101-476)** authorizes federal funding to states to ensure that children with one or more disabilities receive a free appropriate public education, including necessary related services.

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Health

- **Medicaid, Title XIX of the Social Security Act** is administered by states to provide health care to the poor. Although all Medicaid states must provide core mandated services, they may choose to provide up to thirty-one optional benefits.

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Social Services

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- **The Child Care Development Block Grant** provides direct federal support for child care. The At-Risk Child Care Program offers similar services.

- **The Alcohol, Drug Abuse, and Mental Health Block Grant** offers prevention, education, counseling, and treatment services.

How should the program be evaluated?

Evaluation is a required, integral part of every successful program. The evaluative data provide information on whether or not a program is operating as you designed; how well your program is functioning; and the impact of the program on the achievement of your students. Two types of evaluation are needed to document the successes and weaknesses of your program. The formative or process evaluation is designed to ascertain if the program is operating as it should and if the operations are efficient and timely. The summative or outcome evaluation determines how well your program's objectives are being met and what effect the program is having on student achievement.

1. Identify program components and environmental factors that will be evaluated. Your evaluator should review the program proposal, program components, program materials and activities, and then make a list of elements that will be evaluated. The evaluator should then set up a meeting of a selective group of school-based staff who are directly involved in your program to ask for additions to the list. Your evaluator should also secure approval of the elements to be evaluated.
2. General data questions set limits for the evaluation process. Your evaluation questions should address the program's operation, the school environmental factors that impact on it, and the program's impact on student achievement. The evaluation questions can be revised as necessary to insure that all needed data are included in your evaluation process.
3. Select a design. Your design will specify what data will be collected, how and when it will be collected, and from whom the data will be collected. An appropriate evaluation design will generate the highest quality data possible within the constraints imposed by the real-world environment of the program.
4. Determine the data collection instruments you need. Questions may be clustered into subgroups of the instrument, and data from each subgroup is analyzed separately. Some of your questions can be answered by using existing information such as student and program records. It is recommended that your evaluation instruments be prepared at least two months ahead.
5. Collect, interpret, summarize, and report data that you collect. Your data should be analyzed and interpreted as soon as possible after it is collected. Data interpretation is always a narrative statement backed up by summary charts, tables, and figures. Once all data have been collected and analyzed, appropriate adjustments should be made in the program, if needed. The evaluation of your program is a proven method of validating its success and its value to the students, the community, and the school system.

Whom should you contact at the Department of Public Instruction if you have questions?

Mike Occhipinti
Raleigh Technical Assistance Unit
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825

Telephone: 919-715-2200

What LEAs are implementing components of the Comprehensive School Management Concept?

If you decide to implement the Concept, here are some other LEAs you may call on as a resource. The contact person listed can tell you which of their schools have the program.

Asheville City - Wayne Trogden
Ashe County - Calvin Miller
Carteret County - Lois Sherrill
Clinton City - Glenda Phillips
Columbus County - Paul Pope
Dare County - Gene Gallelli
Gaston County - Dan Ratchford
Guilford County - Mary Martin
Iredell-Statesville Schools - Jay Rayner
Johnston County - Keith Beamon
Kannapolis City - Edward Tyson
Wayne County - Joan Smiley
Burlington City - Helen Logette
Cabarrus County - Ron Violette
Nash-Rocky Mount Schools - Travis Twiford
Northampton County - Linda Bowman
Pitt County - Sue Branch
Randolph - Cindy Schroder
Robeson County - Pernell Swett
Rockingham County - Jean Steverson
Sampson County - Glenda Honeycutt
Shelby City - Faye Burton
Transylvania County - Peggy Singleton
Weldon City - Jennie Franklin

FAMILY RESOURCE CENTERS AND YOUTH SERVICES CENTERS

What is it?

Societal problems that elevate stress in children, families, and communities have emerged during the past twenty years at alarming and unprecedented levels. The resulting demand on service delivery systems to provide individual comprehensive services has prompted the collaboration of agencies to provide assistance during nonschool hours. Using the model developed in Kentucky, schools may elect to implement Family Resource Centers (to serve children up to age twelve) and Youth Services Centers (to serve children age twelve and above). One of the keys to the success of the centers is developing relationships and linkages among all agencies in the community that serve children, i.e., schools, social services, health department, employment services, mental health, juvenile justice, public transportation, and housing. These formal service providers also look at other resources in the community that may become part of the collaborative effort to solve problems. These may include private industry/businesses, churches, volunteers, social/civic/professional organizations, non-profit organizations, and local government. The Kentucky model is based on the philosophy that children are better prepared to pursue academic studies in the classroom when their physical, mental, and social needs are addressed.

What are the components?

Family Resource Centers and Youth Services Centers operate as a mechanism to assure that education and human service systems jointly assure accessibility to a comprehensive array of services for children, youth, and families that are experiencing difficulty within the school, family, or community. Although programs may vary, core components are included in every center.

- A required element in assuring community input and involvement in planning, implementing, and maintaining the centers is the **Advisory Council**. Each center should have an advisory council, and membership on the council should reflect the services to be provided and the people who will use the center.

- Each Family Resource Center has a **plan which promotes identification and coordination of existing resources**.

- **Prevention, intervention, and transition services** are provided.

- Services centers are **culturally and racially sensitive and responsive**.

- The needs of children and youth are addressed at **all age levels**, preschool through secondary.

- Services centers are **located within or accessible to the school and communities** in which children, youth, and their families live.
- Systems have **flexibility in addressing the individual needs** of children and their families.
- Family Resource Centers provide **full-time preschool child care** for children two and three years of age.
- **After school child care** is provided for children ages four through twelve. Child care is offered full-time during the summer and on other days when school is not in session.
- Centers provide an **integrated approach to families**. This includes home visits, group meetings, and monitoring child development for new and expectant parents.
- Centers implement activities to **enhance the parenting skills and education** of both preschool parents and their children.
- Child day care providers are given **support and training**.
- Centers provide **health services, referral to health services (or both), or both and referrals to social services.**
- Youth Service Centers provide **employment counseling, training, and placement**.
- Older children are offered **summer and part-time job development**.
- **Drug and alcohol abuse counseling** are provided.
- **Family crisis and mental health counseling** are available.

How many children can be served, and how much does a program cost?

Based on the Kentucky model, schools may apply for grants to fund centers if 20% or more of the students qualify for free lunch. In Kentucky, grant funds are allocated based on $200 per student eligible for free lunch. The maximum allocation for a center is $90,000, and the minimum allocation is $10,000.

How is the program implemented?

1. Establish the community planning process that involves the people and agencies who are represented through the centers.

2. Conduct an inventory of current services available to support families, including social, health, education, mental health, child care, and other services that are available to promote the healthy development of children and families.
3. Assess the less formal community-based organizations and resources that are already active in assisting families or could become so. This may include civic organizations, volunteer resources, churches, neighborhood groups, parent organizations, and advocacy groups.
4. Establish goals and objectives for the program.
5. Develop and adopt a program model based on the service and needs assessments.
6. Decide which services will actually be delivered at the center and which will be accessed through the Center.
7. Develop and implement a staffing pattern that supports the program design and program priorities. Each center is responsible for ensuring that the qualifications of each staff position include appropriate experience and/or educational experience to perform assigned tasks.
8. Select a site for the center. In the Kentucky model, the program and service delivery is in or near the school(s) served by the center. Transportation and accessibility by persons with disabilities are two critical components in determining the site. If sufficient space is not available at the school, plans must be made for how center staff and participants can access services.
9. Examine and implement policies which address hours of operation, liability, custodial services, maintenance, and other factors.
10. Implement a procedure for informed consent for treatment and for sharing information among agencies.
11. Develop procedures for continuing outreach to parents and guardians.
12. Provide for a strong training component that is developmental in nature.
13. Track program performance and evaluate progress towards meeting the goals of the center. Include information on types of services used, by whom and for whom, under what conditions, to what purpose, and benefits and costs of the program.
14. Use evaluative data to provide continual feedback and review to allow for program modification and refinement. In addition, a formal, year-end evaluation is beneficial and is an appropriate culmination of the evaluation process.

What type of staff development is necessary to implement the program?

All Family Resource Centers and Youth Services Centers should have a strong training component. Such a component should be comprehensive in nature and scope and address training for local advisory body members, Center staff, school staff, agency staff, parents, youth, and community members.

The purpose of the training is to orient all of the different constituents about the working of the Center, its related programs, and how to make use of the Center. Training can provide an excellent method for enhancing cooperation among the various groups and identify resources.

The training plan should be an evolving process. In the beginning when staff are new and probably few, informational types of training along with basic nuts and bolts is recommended. As the staff (paid or volunteer) mature and numbers grow, the training plan should become more comprehensive.

How can the program be financed?

The following sources of funds may be used to implement Family Resource Centers:

- dropout prevention and students at risk (program report code 02),
- vocational education (program report code 13),
- staff development (program report codes 04, 28, 34, and 37), and
- summer school/remediation (program report code 69).

Your school may also request a waiver **to move funds** from an area of excess to the desired program area, with the exception of a few categories. This program area must, however, be included in the school's PBAP plan, and this plan can be revised at any time. Once the school has decided to make a request to shift funding, the request then goes to the local board of education. If approved by the local board, the waiver is submitted to the State Board of Education. After approved waivers are received, transfers are submitted to the School Budget Section of the Division of School Business Services. That section actually carries out the transfer of funds. Some of the program areas that provide flexibility in state funding and that you might consider for a waiver include:

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- **Title V of the Social Security Act Maternal and Child Health Block Grant** is a revenue source that consolidates seven programs for mothers and children.

Social Services

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- **The Family Support Act of 1988 (FSA)** has a JOBS component that provides education and training to targeted groups of parents receiving AFDC to help them become more self-supporting. Services may include adult education courses and child care.

- **Title XX Social Services Block Grant** provides general social services and supports services for children and families.

- **The Child Care Development Block Grant** provides direct federal support for child care. The At-Risk Child Care Program offers similar services.

- **The Alcohol, Drug Abuse, and Mental Health Block Grant** offers prevention, education, counseling, and treatment services.

How should the program be evaluated?

Evaluation is a required, integral part of every successful program. The evaluative data provide information on whether or not a program is operating as you designed; how well your program is functioning; and the impact of the program on the achievement of your students. Two types of evaluation are needed to document the successes and weaknesses of your program. The formative or process evaluation is designed to ascertain if the program is operating as it should and if the operations are efficient and timely. The summative or outcome evaluation determines how well your program's objectives are being met and what effect the program is having on student achievement.

1. Identify program components and environmental factors that will be evaluated. Your evaluator should review the program proposal, program components, program materials and activities, and then make a list of elements that will be evaluated. The evaluator should then set up a meeting of a selective group of school-based staff who are directly involved in your program to ask for additions to the list. Your evaluator should also secure approval of the elements to be evaluated.
2. General data questions set limits for the evaluation process. Your evaluation questions should address the program's operation, the school environmental factors that impact on it, and the program's impact on student achievement. The evaluation questions can be revised as necessary to insure that all needed data are included in your evaluation process.
3. Select a design. Your design will specify what data will be collected, how and when it will be collected, and from whom the data will be collected. An appropriate evaluation design will generate the highest quality data possible within the constraints imposed by the real-world environment of the program.
4. Determine the data collection instruments you need. Questions may be clustered into subgroups of the instrument, and data from each subgroup is analyzed

separately. Some of your questions can be answered by using existing information such as student and program records. It is recommended that your evaluation instruments be prepared at least two months ahead.

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What LEAs are implementing Family Resource Centers?

If you decide to implement a Family Resource Center and/or a Youth Services Center, you may contact Alma Watson in the Cleveland County Schools.

PARENTS AS TEACHERS

What is it?

The Parents As Teachers (PAT) model program is a home-school partnership designed to give children the best possible start in life. PAT is based on the philosophy that parents are their children's first and most important teachers and serves families with children ages zero through three.

In their beginning years, children learn more and at a much faster pace than at any other time in their lives. Through PAT, parents acquire the skills to help make the most of these crucial early-learning years. The program covers child development from birth to age three and suggests parent activities which encourage language and intellectual growth, curiosity, and social skills.

Parents As Teachers holds great promise for helping to close off the pipeline of students who are most likely to fail in school and society because it fosters optimal development of young children, identifies handicaps and delays as early as possible, and increases parenting skills. By promoting parent involvement in learning, PAT puts children and their parents on the right track for later achievement in school.

What are the components?

Comprehensive services are delivered through the PAT program.

- **Home visits** are conducted by PAT certified parent educators. The parent educators are trained in child development and home visiting and go to the home of each family involved in the program. They help parents understand each stage of their children's development and offer practical tips on ways to encourage learning. Parents discover the simple, everyday activities i. e., feeding time, a game of peek-a-boo, or a trip to the grocery store, are all opportunities to develop their children's basic skills.

- **Group meetings** are provided for parents to find out they are not alone. Programs schedule times for parents to get together; to gain new insights; and to share their experiences, common concerns, and successes.

- **Screenings** are conducted periodically to assess overall development, language, hearing, and vision. The goal is to provide early detection of potential problems to prevent difficulties later in school.

- The **referral network** helps families link with special services, if needed. These services may be beyond the basic scope of the program.

How many students can be served, and how much does the program cost?

Because of the frequency of contacts and level of intensity during home visits, thirty is the maximum recommended number of families that each parent educator should serve. This affords the parent educators the opportunity for in-depth sessions necessary for experimental learning to occur. The cost averages $50,000 annually.

How is the program implemented?

1. Construct job descriptions for parent educators.
2. Establish training schedule for selected persons.
3. Confirm training with Parents As Teachers staff and conduct training.
4. Place public service announcements in the news media, churches, civic, and community organizations.
5. Design applications for the PAT program.
6. Disseminate applications in the community, churches, and with civic groups.
7. Send congratulatory messages from school to the family on the birth of the child.
8. Initiate home visits by trained parent educators.
9. Provide group meetings for new parents.
10. Provide on-going monitoring and periodic screening for infants.
11. Establish referral network to assist parents in connecting with special services that are needed.
12. Meet with and continue planning and follow-up efforts.

What type of staff development is needed to implement the program?

All parent educators are required to obtain certification through one of the Parents As Teachers institutes. The four-day institutes are designed to train parent educators and administrators in this program model. Successful completion of the training includes submission of an implementation plan outlining how the PAT program will be put in place. The two training sites for North Carolina are in Wake County Schools (Project Enlightenment) and Rutherford County Schools. The registration fee is $500.00 per person.

How can the program be financed?

The Department of Public Instruction provides competitive grant funds for the establishment of new PAT programs. These funds are available through the North Carolina Children's Trust Fund. This Fund was established in 1983 for the purpose of supporting child abuse prevention efforts at the local level. Additional funding should also be pursued through collaborative efforts with other early childhood initiatives.

The following sources of funds may be used to implement Parents As Teachers:

- dropout prevention and students at risk (program report code 02),

- vocational education (program report code 13),
- staff development (program report codes 04, 28, 34, and 37), and
- summer school/remediation (program report code 69).

Your school may also request a waiver **to move funds** from an area of excess to the desired program area, with the exception of a few categories. This program area must, however, be included in the school's PBAP plan, and this plan can be revised at any time. Once the school has decided to make a request to shift funding, the request then goes to the local board of education. If approved by the local board, the waiver is submitted to the State Board of Education. After approved waivers are received, transfers are submitted to the School Budget Section of the Division of School Business Services. That section actually carries out the transfer of funds. Some of the program areas that provide flexibility in state funding and that you might consider for a waiver include:

- teacher positions (program report code 01),
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- equipment (program report code 61),
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- textbook funds (program report code 61),
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No transfers are allowed from funding for program enhancement teachers, health education coordinators, driver training, differentiated pay bonus, Willie M., developmental day care, low wealth supplemental funding, and federal funds. Transportation funds must be used only for transportation, but may be transferred between the regular school year and the summer school program. Funds may be transferred into the category for teacher assistants, but not from teacher assistants to other program types. Your LEA does, however, have flexibility in the grade levels in which teacher assistants are employed.

Your school should explore the sponsorship of extended services with community agencies and businesses. Another option is to seek grants and foundations from corporations. **Major federal funding strategies for school-linked services are listed below.**

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- **Chapter 1** (program report code 50) serves elementary and secondary students who are educationally disadvantaged and can also support a range of education-related activities.

- **Individuals With Disabilities Act (P. L. 101-476)** authorizes federal funding to states to ensure that children with one or more disabilities receive a free appropriate public education, including necessary related services.

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How should the program be evaluated?

Evaluation is a required, integral part of every successful program. The evaluative data provide information on whether or not a program is operating as you designed; how well your program is functioning; and the impact of the program on the achievement of your students. Two types of evaluation are needed to document the successes and weaknesses of your program. The formative or process evaluation is designed to ascertain if the program is operating as it should and if the operations are efficient and timely. The summative or outcome evaluation determines how well your program's objectives are being met and what effect the program is having on student achievement.

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Whom should you contact at the Department of Public Instruction if you have questions?

Dwight Whitted
School Social Work Consultant
Elementary Team C
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825

919-715-1637

What LEAs are implementing the Parents As Teachers program?

If you decide to implement Parents As Teachers, here are some other LEAs you may call on as a resource. The contact person listed can tell you which of their schools have the program:

Alamance County - Anna Bass
Asheville City - Robbie Angell
Buncombe County - Brenda Bohannon
Burke County - Cathy Alexander
Catawba County - Peggy Mainess
Charlotte/Mecklenburg County - Barbara Stedman
Cherokee County - Cindy Martin
Cleveland County - Gloria Helton
Gaston County - Jane Buckner
Halifax County - Carol Bone
Lee County - Neil MacDonald
McDowell County - Sarah Buchanan
Moore County - Sally Ward
New Hanover County - Al Lerch
Perquimans County - Betty Waters
Rockingham County - Anita Simpson
Rowan County - Peggy Hoffman
Rutherford County - Betty Hutchins
Transylvania County - Exie Henson
Wake County - Charles Kronberg
Watauga County - Judy Creech
Yadkin County - Phyllis Macemore

SERVICE LEARNING

What is it?

Service learning is a method by which young people learn and develop through active participation in thoughtfully-organized service experiences. It is an outside-of-the-class learning experience in which students become involved in experiences that require a spirit of giving of one's self in the area of public service. Service learning provides experiences that

- meet actual community needs.
- are coordinated in collaboration with the school and community;
- are integrated into each young person's academic curriculum;
- provide structured time for a young person to think, talk, and write about what s/he did and saw during the actual service activity;
- provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities;
- enhance what is taught in the school by extending student learning beyond the classroom; and
- help to foster the development of a sense of caring for others and citizenship.

Service learning can be implemented at any grade level. When designing a service learning program, it is important to consider the age and developmental needs of the students involved. Properly organized service learning activities can occur in any elementary, middle, or high school.

Service learning is not job placement, on-the-job training, or paying students for work experience. It is coursework which emphasizes practical, real-world problem solving; experiential, hands-on learning; and experiences in being socially responsible.

What are the components?

There are three essential components of a service learning program at all levels of implementation. The curriculum content of a service learning program must consist of preparation for service, the service activity itself (action), and reflection on the service experience.

- Preparation consists of the **learning activities that take place prior to a student's volunteer work**. Positive outcomes of service learning are not automatic. Students need guidance and support before they are sent out into the community to serve. Prior to the service experience, students must understand what is expected of them as well as what they can expect from the service project. Steps include identifying and analyzing the problem; selecting and planning the project; and training.

- The service activity itself, the action, is the **actual service of caring for others performed by the student participating in the service project**. The service itself must be engaging, challenging and meaningful. There must be a real need in the community for the service, and students must play a significant role in designing the service experience. It may also be necessary to adjust the initial service plan as new information is gained and new circumstances are encountered. Students can participate in service activities through direct service, indirect service, and civic action.

  Direct service requires personal contact with people in need. This type of service is generally the most rewarding for students because they receive immediate positive feedback during the process of helping others. Examples of direct service are a twelfth grade student counseling an incoming ninth grade student or a fifth grade student serving meals at a soup kitchen. "Whenever possible, students should be encouraged to commit to direct service projects that last for several weeks or months. This gives students time to feel they have made a contribution, to develop friendships with the people they are serving and serving with, and to understand better the problem they are working to solve."

  Indirect service activities are commonly implemented in schools because they are easy to organize. These activities involve channeling resources to the problem rather than working directly with an individual who may need service. Examples of indirect service activities include participating in a bike-a-thon to raise money for muscular dystrophy patients and collecting cans of food for local disadvantaged families. This type of service may be of the least value to students because they are so far removed from the need and do not directly experience the benefit of their efforts.

  Civic action is a third type of service activity. It is at the very heart of democratic citizenship. Civic action involves working to eliminate the causes of a specific problem and to inform the public about the issues surrounding that problem. Students may petition the local government to provide safe bicycle routes on the city streets, or they may initiate a campaign to bring about public awareness of the school's dropout rate. Young people are very effective in bringing about political change, especially when they feel truly committed to the cause.

- Reflection is the component that **enables students to think critically about their service experiences**. When students reflect on their experiences, they think about them, write about them, share them with others, and learn from them. Reflection provides a structured opportunity for students to learn from their experiences. It is a skill involving observation, questioning, and putting new ideas together to add new meaning to the service experience.

Many of the developmental outcomes attributed to service learning are significantly enhanced by the reflection component. There is an overall sense of well-being that occurs when students help others in their community. But without reflection, students simply go through the motions of service, unaffected by the experience or with personal ignorance and biases reinforced. Unreflective action does not create responsible citizens able to make wise decisions and understand enduring human concerns. The activities of reflection are necessary for such personal growth to take place.

There are several principle characteristics of quality reflection. For significant learning and effective service to occur, reflection must be well structured and have clear objectives. Activities can be well planned yet flexible enough to allow learning to happen spontaneously. Quality reflection should be an interactive, interesting, and ongoing process. Students should be involved in reflection throughout the service experience, from beginning to end.

A major purpose of school-based service learning is to connect the real-world experiences gained through service to the classroom curriculum. Curriculum-based reflection must employ a variety of methods to meet the unique needs of each student and his or her service experience. The tools to facilitate classroom reflection include discussion, reading, writing, and various student-developed projects.

Discussion involves small groups of students sharing their ideas with each other and talking about the personal meaning of their service experience. Discussion is stimulated through the presentation of a brief statement or reading appropriate for the service which the student is engaging. Readings chosen for discussion are designed to generate questions and, at times, debate. This method allows students to focus on a particular issue and examine what thoughtful individuals have said about the issues they are now confronting.

A classroom reading assignment associated with the community service project greatly enriches the students' learning experiences. This method differs from discussion in that an entire literary work is read rather than a brief excerpt.

Writing is a natural outgrowth of discussion and assigned reading. Writing can include letters, essays, stories, newspapers, and journals. Journal writing is an excellent way for students to explore their service experience on a very personal level. Keeping a regular journal enables students to think about what is happening as a result of their service experiences. It causes them to gain insight into understanding themselves and how they relate to others. Questions are helpful in directing the students' work beyond the obvious observations.

Projects developed by students raise their awareness about issues associated with service. Many methods can be employed to accentuate the skills of each subject area. Projects may vary from posters, plays, and multimedia presentations to political campaigns and research. When students develop their own projects, their creativity is expressed and their learning becomes more meaningful. Middle school students may interview older citizens in their community and document a local oral history. Elementary school students may star in a video on school safety created and directed by high school students.

How many students can be served, and how much does the program cost?

Current programs in North Carolina have a budget that ranges from $20,000 to $50,000. The model of service learning developed in Atlanta recommends at least one additional teacher who would serve no more than 100 students per school.

How is the program implemented?

There are five options (levels) for implementing service learning:

1. Incorporate extracurricular service programs. Activities in these programs are voluntary, and students do not receive academic credit or time off from school. For this reason, this level is viewed by many as the purest form of service. Others argue that this level only reaches a few motivated students, usually those who already possess a strong service ethic. One type of extracurricular program is an after-school club in which students manage most activities with the help of a faculty advisor. In many high schools, students join the Key Club whose purpose is to serve the needy through various community projects. Another type of extracurricular service program is a volunteer clearinghouse staffed by students and faculty. This type of program provides information on volunteer service and community involvement opportunities to all interested students.
2. Introduce service learning to students without involving new courses or staff. A service learning unit offered through a regular semester course is an example of implementation at this level. Such a curricular unit helps fulfill the academic goals of a particular course, just as a unit on the American Indian would be an academic goal for an elementary social studies class. Teachers can develop service learning projects that complement their course content. A home economics class can sew clothing for a homeless shelter, or an English class can publish a newsletter for the local neighborhood watch organization. One final option at this level is an independent study model in which students serve outside regular classroom hours but receive academic credit. Students must first develop a proposal and set up a project for faculty approval before beginning volunteer hours. For example, a student interested in helping disadvantaged preschool children might propose to teach readiness skills at the local Head Start Center.
3. Establish service as a regular component in the school's overall academic program. Although service learning can be an integral part of any academic

content area, one natural place to implement service learning is in a social studies class. The course itself combines the service experience with an ongoing classroom experience. The classroom provides information and skills to assist students in interpreting their service experiences and operating more successfully in their placements. A typical example is a one-semester social studies course meeting two hours per day. Students spend two to four days of the week at the field site and the remainder of the week in class. A two-hour block of time is ideal for a service learning course. This allows enough time at the field site for students to make a significant contribution, eliminates the need for extra staff, and avoids the problem of students missing other classes during their time in the field. At both the state and local levels, there has been controversy about requiring either service learning courses or hours of service prior to graduation. Service learning courses can be voluntary or mandatory. Mandatory programs can motivate students who would never normally volunteer, contribute more hours of work to the community, and expand the range of a school's educational mission. On the other hand, voluntary programs attract students truly committed to serving others rather than those who do not care to get involved. Voluntary programs are also more manageable because fewer students participate.

5. Implement community service as a school-wide theme. A variation of this level of implementation is a community service focus in an entire school district. this approach to integrating service into the academic curriculum is rare but highly desirable. In this type of school or district, service to others is woven into many courses and serves as an organizing principle for the total academic program. The school itself is organized to serve the community and the curriculum centers on addressing the real issues of the community. As an example, students from several classes could serve the local nursing home in unique ways applicable to their course content. Science students could teach nutrition to the elderly; English students could write letters to an adopted grandparent; and industrial arts students could build ramps for the handicapped. This level of implementation has the potential to reach all students rather than a few motivated students who choose to become community service providers.

What type of staff development is necessary to implement the program?

If service learning is to assume real importance in educating students for the twenty-first century, it must be incorporated into preservice and inservice training and staff development. It will be critically important, especially in the transitional period as service-learning begins to find a place in the educational process, to provide high quality training.

Many of the teaching strategies and behaviors essential to high quality in school-based service-learning are in sharp contrast to what has been taught in "methods" courses. It will not be enough to offer coursework at educational institutions; potential teachers should engage in service learning as part of their own learning.

How can the program be financed?

The following sources of funds may be used to implement service learning:

- dropout prevention and students at risk (program report code 02),
- vocational education (program report code 13),
- staff development (program report codes 04, 28, 34, and 37), and
- summer school/remediation (program report code 69).

Your school may also request a waiver **to move funds** from an area of excess to the desired program area, with the exception of a few categories. This program area must, however, be included in the school's PBAP plan, and this plan can be revised at any time. Once the school has decided to make a request to shift funding, the request then goes to the local board of education. If approved by the local board, the waiver is submitted to the State Board of Education. After approved waivers are received, transfers are submitted to the School Budget Section of the Division of School Business Services. That section actually carries out the transfer of funds. Some of the program areas that provide flexibility in state funding and that you might consider for a waiver include:

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Whom should you contact at the Department of Public Instruction if you have questions?

Roland H. Whitted
Community Schools/Partnerships Consultant
Division of Communication Services
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825

919-715-1242

What LEAs are implementing service learning?

If you decide to implement a service learning program, here are some other LEAs you may call as a resource. The contact person listed can tell you more about the program:

Adult Tutors Teaching At-Risk Children

Sue Chapman
Union Elementary School
180 Union School Road
Shallotte, NC 28459
919-579-3591

"Be A Friend"

Glenn Martin
Macon County Schools
P. O. Box 1029
Franklin, NC 28734
704-524-6467

Charlotte Tornadoes

Betty S. Gregory
335 Archdale Drive
Charlotte, NC 28217-4246
704-357-7603

Big Buddy Program

Jennifer L. Cooper
Family Services
P. O. Box 944
Wilmington, NC 28402-0944
910-791-8510

Interactive Service Learning

Richard L. Rogers
Carteret County Schools
P. O. Box 600
Beaufort, NC 28516
919-728-4583

Parents As Partners In Reading

Adrienne S. Bradley
Gates County Schools
P. O. Box 125
Gatesville, NC 27938
919-357-1113

Choices Serve - Gaston

Anne M. Elam
Alliance for Children and Youth
P. O. Box 1695
Gastonia, NC 28053
704-867-3512

Computer Tutors

Juanita Hinton-King
Moore County Schools
P. O. Box 1180
Carthage, NC 28327
919-947-2342

Handy Hearts Corps/Volunteens

Marsha B. Riddle
Western Carolina Center
300 Enola Road
Morganton, NC 28655
704-433-2614

Project SERVE

Duane H. Kirkman
Hickory City Schools
432 Fourth Avenue, SW
Hickory, NC 28602
704-322-2855

Teen Pregnancy Prevention

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STUDENT SERVICES MANAGEMENT TEAM

What is it?

The Student Services Management Team (SSMT) consists of student services personnel selected classroom teachers in the school, and other service providers, as needed. The team meets routinely to discuss issues, plan services, and provide case management services for at-risk students. Services planned by the team may occur either during the school day or during nonschool hours, depending upon the identified needs and resources of the school. The SSMT integrates and incorporates the function of the substance abuse student assistance program, the building-based staff support team, and any other assistance teams with possible exception of specific federal and/or state categorical program needs or requirements. Each identified at-risk student is provided with a personal adviser/case manager who serves as a friend, mentor, teacher, and counselor. The personal adviser also acts as a source of information and assistance as well as an advocate for the student so that each at-risk student may build on his/her strengths. In your school, one SSMT may be sufficient to meet all functions. If yours is a larger school, two components of the SSMT may be critical to the performance of effective and efficient early level interventions.

The primary function of the SSMT is to provide intervention strategies for cases referred to your SSMT coordinator. Your team may choose to implement a hierarchy of intervention strategies for a period of three to six weeks. The interventions used by your team may range from recommendations in the regular classroom/school setting to student referrals to other direct services outside of the school, if the team determines this is appropriate.

What are the components?

The SSMT serves as a vehicle for delivering comprehensive services to each identified at-risk student as well as identifying problems and concerns that need to be addressed on a school-wide basis.

- Team members have a **special interest in working with at-risk students** and an understanding of their unique and individual characteristics.
- Staff members **work collaboratively to provide a greater pool of resources and ideas** for providing assistance to students.
- SSMT members generally **meet twice each month** at a time mutually agreed upon by the team.
- All **school and community resources are identified, mobilized, and utilized** for the benefit of students.

- **Instructional approaches are modified and/or developed and implemented to increase the achievement** of at-risk students.

- School staff provide **prompt and relevant support to each other**.

- **Resources and strategies are shared** to improve the educational outcomes for students.

- **Data are disaggregated** to provide keen insight into individual students' needs as well as to identify specific groups who may need more in-depth services.

- All **services delivered to individual students are coordinated**. Duplication of effort is eliminated and resources are better utilized.

- The school develops a **concerted outreach effort to parents and to the community.**

How many children can be served, and how much does the program cost?

In your school, existing resources may be sufficient to implement a Student Services Management Team. It is suggested that each team member have a maximum of five students for whom they will serve as case manager/personal adviser and provide direct, sustained contact and follow-up. Additional staff members may serve as personal advisers for students without actually serving on the SSMT.

How is the program implemented?

1. Decide to implement an SSMT.
2. Establish membership on the team.
3. Train team members.
4. Identify chair of the team.
5. Develop appropriate procedures and forms for referring students, monitoring progress, and sharing appropriate information.
6. Establish schedule of meetings and locations.
7. Conduct session with entire faculty to acquaint them with purposes and procedures.
8. Identify the total pool of at-risk students.
9. Accept referrals from teachers and parents.
10. Assign a case manager.
11. Collect additional data on each student, if needed.
12. Plan appropriate course of action for each student referred, including conferences with parents, identifying appropriate community resources, and making referrals to other agencies/services.

13. Maintain contact with parent(s)/guardian(s) and/or other school-level staff who interact with the student.
14. Assist/direct the implementation of the student's action plan.
15. Report case progress to the full SSMT.
16. Maintain written records of actions.
17. Maintain confidentiality.
18. Evaluate the plan and student progress.
19. Discontinue services, when appropriate.

What type of staff development is necessary to implement the program?

Effective schools research demonstrates that appropriate staff development provides a conceptual framework for continuous school improvement. SSMT members can increase their effectiveness as service providers by participating in staff development activities that allow you to acquire new skills and refine existing ones. The following staff development is recommended for SSMT members:

- at least three hours devoted to a general awareness of the SSMT,
- six hours or more on team building,
- six hours or more on the functions and responsibilities of SSMT members,
- six to thirty hours of training on identifying and serving at-risk students,
- a minimum of ten hours on substance abuse issues and fundamental concepts of school-based substance abuse services,
- at least three hours devoted to developing conferencing skills,
- a minimum of three hours on effective schools,
- at least three hours on multicultural awareness, and
- at least ten hours on conflict resolution.

How can the program be financed?

Your school will probably be able to implement an SSMT without additional funding. If, however, you need resources for staff development, you may wish to consider resources available under the Drug Free Schools and Communities Act and the other options listed below:

- dropout prevention and students at risk (program report code 02),
- vocational education (program report code 13),
- staff development (program report codes 04, 28, 34, and 37), and
- summer school/remediation (program report code 69).

Your school may also request a waiver **to move funds** from an area of excess to the desired program area, with the exception of a few categories. This program area must, however, be included in the school's PBAP plan, and this plan can be revised at any time. Once the school has decided to make a request to shift funding, the request then goes to the local board of education. If approved by the local board, the waiver is submitted to the State Board of Education. After approved waivers are received, transfers are submitted to the School Budget Section of the Division of School Business Services. That section actually carries out the transfer of funds. Some of the program areas that provide flexibility in state funding and that you might consider for a waiver include:

- teacher positions (program report code 01),
- instructional support positions (program report code 07),
- equipment (program report code 61),
- supplies (program report code 61),
- materials (program report code 61),
- textbook funds (program report code 61),
- state exceptional children's funds (program report code 32), and
- state grants through the Alcohol and Drug Defense program (program report code 40)

No transfers are allowed from funding for program enhancement teachers, health education coordinators, driver training, differentiated pay bonus, Willie M., developmental day care, low wealth supplemental funding, and federal funds. Transportation funds must be used only for transportation, but may be transferred between the regular school year and the summer school program. Funds may be transferred into the category for teacher assistants, but not from teacher assistants to other program types. Your LEA does, however, have flexibility in the grade levels in which teacher assistants are employed.

Your school should explore the sponsorship of extended services with community agencies and businesses. Another option is to seek grants and foundations from corporations. **Major federal funding strategies for school-linked services are listed below.**

Education

- **Chapter 1** (program report code 50) serves elementary and secondary students who are educationally disadvantaged and can also support a range of education-related activities.

- **Individuals With Disabilities Act (P. L. 101-476)** authorizes federal funding to states to ensure that children with one or more disabilities receive a free appropriate public education, including necessary related services.

- **Carl Perkins Vocational Education Funds** provide services to vocational students, including disadvantaged and handicapped students.

Health

- **Medicaid, Title XIX of the Social Security Act** is administered by states to provide health care to the poor. Although all Medicaid states must provide core mandated services, they may choose to provide up to thirty-one optional benefits.
- **Early Periodic, Screening, and Diagnosis, and Treatment Service (EPSDT)** provides health screening, vision, dental, hearing, and other necessary health care services.
- **Title V of the Social Security Act Maternal and Child Health Block Grant** is a revenue source that consolidates seven programs for mothers and children.

Social Services

- **Title IV-E of the Social Security Act** provides federal reimbursement for costs associated with out-of-home placement and foster care for children eligible for Aid to Families with Dependent Children. Depending on the state's plan, funds could be used for summer camps, transportation, and day care for children in foster homes.
- **The Family Support Act of 1988 (FSA)** has a JOBS component that provides education and training to targeted groups of parents receiving AFDC to help them become more self-supporting. Services may include adult education courses and child care.
- **Title XX Social Services Block Grant** provides general social services and supports services for children and families.
- **The Child Care Development Block Grant** provides direct federal support for child care. The At-Risk Child Care Program offers similar services.
- **The Alcohol, Drug Abuse, and Mental Health Block Grant** offers prevention, education, counseling, and treatment services.

How should the program be evaluated?

Evaluation is a required, integral part of every successful program. The evaluative data provide information on whether or not a program is operating as you designed; how well your program is functioning; and the impact of the program on the achievement of your students. Two types of evaluation are needed to document the successes and weaknesses of your program. The formative or process evaluation is designed to ascertain if the program is operating as it should and if the operations are efficient and timely. The summative or outcome evaluation determines how well your program's objectives are being met and what effect the program is having on student achievement.

1. Identify program components and environmental factors that will be evaluated. Your evaluator should review the program proposal, program components, program materials and activities, and then make a list of elements that will be evaluated. The evaluator should then set up a meeting of a selective group of school-based staff who are directly involved in your program to ask for additions to the list. Your evaluator should also secure approval of the elements to be evaluated.
2. General data questions set limits for the evaluation process. Your evaluation questions should address the program's operation, the school environmental factors that impact on it, and the program's impact on student achievement. The evaluation questions can be revised as necessary to insure that all needed data are included in your evaluation process.
3. Select a design. Your design will specify what data will be collected, how and when it will be collected, and from whom the data will be collected. An appropriate evaluation design will generate the highest quality data possible within the constraints imposed by the real-world environment of the program.
4. Determine the data collection instruments you need. Questions may be clustered into subgroups of the instrument, and data from each subgroup is analyzed separately. Some of your questions can be answered by using existing information such as student and program records. It is recommended that your evaluation instruments be prepared at least two months ahead.
5. Collect, interpret, summarize, and report data that you collect. Your data should be analyzed and interpreted as soon as possible after it is collected. Data interpretation is always a narrative statement backed up by summary charts, tables, and figures. Once all data have been collected and analyzed, appropriate adjustments should be made in the program, if needed. The evaluation of your program is a proven method of validating its success and its value to the students, the community, and the school system.

Whom should you contact at the Department of Public Instruction if you have questions?

Jeanne Haney
Dropout Prevention and Students At Risk Consultant
High School Team C
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825
919-715-1694

Rob Young
Alcohol and Drug Defense Coordinator
Middle School Team C
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27601-2825

919-715-1696

What LEAs are implementing an SSMT?

If you decide to implement an SSMT, here are some other LEAs you may call on as a resource. The contact person listed is the director of student services, and s/he can tell you which of their schools have the program:

Alamance County - Jerry Ferguson
Albemarle City - Wanda Boyd
Alexander County - Willard McCall
Ashe County - Calvin Miller
Asheboro City - Jack Stallard
Asheville City - McArthur Jackson
Brunswick County - Judith Babcock
Burlington City - Helen Legette
Cabarrus County - Ron Violette
Catawba County - Libby Sigmon
Chapel Hill-Carrboro City - Robert Sturey
Columbus County - Becky Melvin
Davidson County - Fred Mock
Davie County - Nancy Dominick
Durham County - Shirley Johnson
Forsyth County - Barbara Phillips
Gaston County - Vivian Taylor
Granville County - Judy Melton
Guilford County - Sue Medley
Haywood County - Sam Smith
Hoke County - Gloria Williams
Iredell-Statesville Schools - John Nantz
Jackson County - Linda Minor
Johnston County - Shirley Cohen
Kannapolis City - Chip Buckwell
Lexington City - Martha McCall
Madison County - Willa Wyatt
Martin County - Ontra Riddick
Montgomery County - Carol Allen
Nash-Rocky Mount Schools - Stephanie Brown
New Hanover County - Barbara Bray
Pasquotank County - Judy Thorne
Pitt County - Arlene Ferren
Randolph County - Barbara Arnold
Robeson County - Rona Leach
Rockingham County - Zella Harris
Rowan-Salisbury Schools - Colby Cochran
Shelby City - Ruth Wilson
Thomasville City - Louise Jones
Transylvania County - Peggy Singleton
Tyrrell County - Robin Vick
Wayne County - Steve Taylor
Weldon City - John Reber
Wilkes County - Sharon Guenter
Yadkin County - Jan Cornelius

TEEN PARENTING AND PREGNANCY PREVENTION

What is it?

Teen parenting and pregnancy prevention programs provide academic and parenting education for pregnant students, serve as a resource for pregnancy prevention and personal health, serve as a resource for teachers, conduct staff development as appropriate, and staff serve as a liaison between school teachers, administrators, and adolescents, and foster community awareness and interest in adolescent health. Programs may be scheduled during nonschool hours, and, in some cases, during the school day. Depending on program design and funding, some programs may assist in transporting patients to medical centers and helping to find baby equipment and clothes. School-based programs are frequently coordinated by school counselors and nurses.

What are the components?

Teen parenting and pregnancy prevention programs provide support, education, and referral to other agencies for pregnant clients. Many different programs exist, and therefore, the components of programs vary from site to site. As a minimum, programs generally offer educational services and limited medical services.

- **Information on sexually transmitted diseases** may be provided.
- Programs generally address **individual concerns of participants** such as absences, doctors' appointments, grades, and family problems.
- **Preventing child abuse** is frequently one component of a teen pregnancy and parenting program.
- Many programs include **instruction and support for goal setting, self-esteem, career planning, job skills, parenting skills, and accessing community resources.**
- **Limited child care** may be available.
- Teen pregnancy and parenting programs provide **instruction on understanding child development and birth defects.**
- **Nutritional information for mothers and babies** may be included in program activities.
- Participants are provided **information on securing financial assistance for child care.**
- **Homebound services** following delivery or when medically necessary may

be a program option, depending on program design and available funding.

- Programs provide **close, positive relationships with one or more caring adults** through mentoring and other such programs.
- Teens are provided **opportunities to interact with their peers in a positive way.**
- Programs might offer **a range of activities designed to allow participants to feel safe to try new skills and interests, build friendships, and to find acceptance in a group.**
- Open discussions provide opportunities for participants to **develop their capacities to think and reason, practice problem-solving and decision-making skills, and provide an opportunity to explore beliefs and attitudes.**
- Participation in **community service activities** help teens develop leadership skills and develop a sense of self-worth.

How many students can be served, and how much does the program cost?

Teen Pregnancy Prevention/Parenting programs serve from eleven to 265 students. For those school-based programs from which data are available, annual budgets for the programs ranged from $23,500 to $75,000, depending on the variety of services provided and the number of students served.

How is the program implemented?

1. Determine local need for a pregnancy/parenting program.
2. Hire/Designate a staff person to coordinate the project.
3. Establish an advisory council for the project.
4. Identify the client group.
5. Identify and determine community resources available to support/enhance the program.
6. Plan community coordination of resources and services.
7. Develop program activities.
8. Develop program information.
9. Publicize the program to the target group.
10. Provide information and counseling to clients.
11. Discuss educational and vocational goals and needs with each participant, and develop an individual education and career plan.
12. Provide resources to meet transportation and child care needs of the client group, if a part of the program design.

13. Provide vocational and personal development information for each participant.
14. Evaluate the project.
15. Share findings of the project and revise as necessary/appropriate.

What type of staff development is necessary to implement the program?

Competent, sensitive educators, particularly health educators/nurses should receive training in several areas in which they will be providing information to program participants. These include, but are not limited to, anatomy and physiology of reproduction; basic hygiene; pregnancy, childbirth, and parenting; pregnancy prevention (abstinence and contraception); preventing sexually transmitted diseases; child growth and development; and goal-setting, decision-making, and problem-solving skills.

How can the program be financed?

The following sources of funds may be used to implement Parents As Teachers:

- dropout prevention and students at risk (program report code 02),
- vocational education (program report code 13),
- staff development (program report codes 04, 28, 34, and 37), and
- summer school/remediation (program report code 69).

Your school may also request a waiver **to move funds** from an area of excess to the desired program area, with the exception of a few categories. This program area must, however, be included in the school's PBAP plan, and this plan can be revised at any time. Once the school has decided to make a request to shift funding, the request then goes to the local board of education. If approved by the local board, the waiver is submitted to the State Board of Education. After approved waivers are received, transfers are submitted to the School Budget Section of the Division of School Business Services. That section actually carries out the transfer of funds. Some of the program areas that provide flexibility in state funding and that you might consider for a waiver include:

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Your school should explore the sponsorship of extended services with community agencies and businesses. Another option is to seek grants and foundations from corporations. **Major federal funding strategies for school-linked services are listed below.**

Education

- **Chapter 1** (program report code 50) serves elementary and secondary students who are educationally disadvantaged and can also support a range of education-related activities.
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Health

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Social Services

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- **The Family Support Act of 1988 (FSA)** has a JOBS component that provides education and training to targeted groups of parents receiving AFDC to help them become more self-supporting. Services may include adult education courses and child care.

- **Title XX Social Services Block Grant** provides general social services and supports services for children and families.

- **The Child Care Development Block Grant** provides direct federal support for child care. The At-Risk Child Care Program offers similar services.

- **The Alcohol, Drug Abuse, and Mental Health Block Grant** offers prevention, education, counseling, and treatment services.

How should the program be evaluated?

Evaluation is a required, integral part of every successful program. The evaluative data provide information on whether or not a program is operating as you designed; how well your program is functioning; and the impact of the program on the achievement of your students. Two types of evaluation are needed to document the successes and weaknesses of your program. The formative or process evaluation is designed to ascertain if the program is operating as it should and if the operations are efficient and timely. The summative or outcome evaluation determines how well your program's objectives are being met and what effect the program is having on student achievement.

1. Identify program components and environmental factors that will be evaluated. Your evaluator should review the program proposal, program components, program materials and activities, and then make a list of elements that will be evaluated. The evaluator should then set up a meeting of a selective group of school-based staff who are directly involved in your program to ask for additions to the list. Your evaluator should also secure approval of the elements to be evaluated.
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appropriate evaluation design will generate the highest quality data possible within the constraints imposed by the real-world environment of the program.

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Whom should you contact at the Department of Public Instruction if you have questions?

Jeanne Haney
Dropout Prevention and Students At Risk Consultant
High School Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
919-715-1694

What LEAs are implementing teen pregnancy and parenting programs?

If you decide to implement a teen pregnancy/parenting program, here are some other LEAs you may call on as a resource. The contact person listed can tell you which of their schools have the program:

Bertie County - Ann Dixon
Cabarrus County - Janette Gandy
Cherokee County - Sheryl J. Young
Davidson County - Janie Carter
Cliff Pickett
Duplin County - June Walker
Betty Rose
Forsyth County - Charlene Miller
Granville County - Judy Melton
Guilford County - Karen Smith
Haywood County - William Nolte, Jr.
Johnston County - Tinger Purvis
Mecklenburg County - Donna Scanlon
Moore County - Barbara McWilliams
Northampton County - Prudence Boseman
Onslow County - Kathy Teer Crumpler
Pamlico County - Marilyn Stern
Pitt County - Brenda Teel
Rowan-Salisbury Schools - Colby Cochran
Union County - Margo Sellers
Vance County - Kathryn Henningson
Warren County - Sue Skinner
Washington County - Janis Pullian
Wayne County - Sharon L. Vann

YEAR-ROUND EDUCATION

What is it?

Year-round education (YRE) is a reorganization of the school calendar into instructional blocks with vacations distributed across the calendar year so that learning is continuous throughout the year. The purpose(s) of YRE are to more efficiently utilize available space in a manner which allows existing facilities to serve more students; to broaden the curricular offerings of the school; to intensify and lengthen instructional time for all students or a selected group of students; and to provide remedial instruction, accelerated instruction, and/or enrichment activities.

What are the components?

There are currently twelve models of YRE with varying components.

- The 45-15 Single Track Plan divides the year into four nine-week terms by four three-week vacations or intersessions. All students and teachers in the school attend for nine weeks (45 days), then take a three-week vacation (15 days). This sequence is repeated four times each year, thus providing the usual 36 weeks or 180 days of school. Four additional weeks are allotted for winter holidays, spring vacation, and other holidays. Each semester of the 45-15 plan has two nine-week segments or quarters for instruction. Each instructional block has its own grading period with a total of four grading periods per year or each unit of nine weeks could be broken up into three three-week periods. The intersessions may be used for vacation or special one-, two-, or three-week programs. The programs may be traditional curricular offerings, either remedial or enrichment, or for elective courses. The programming potential is considered an advantage of the 45-15 plan.

- The 45-15 Multi-track Plan is used in situations where there is an over-enrollment of students for the available space. Using the same model as the 45-15 single track concept, administrators can modify it to combine several groups (tracks) of students in such a way that available space increases by twenty percent to fifty percent. In this plan, students are normally divided into two to four groups, depending on enrollment. In the four-track version, group D is on vacation while groups A, B, and C are in school. Teachers usually follow the track schedule of their students, but can be reassigned to another track, thereby lengthening their contract year and earning a larger salary. Instructional units and grading periods are similar to the single-track plan with intersession programming a significant option.

- The 60-20 Plan is a variation of the 45-15 schedule, with students attending school for 60 days and vacationing for 20 days. They rotate through the year until they have had three 60-day terms and three 20-day vacations. The plan can be conducted in either a single-track or multi-track format. This plan is popular with those who want longer teaching and vacation periods.

- The 50-15 Plan borrows from both the 45-15 and 60-20 plans in that the instructional period is 50 days and vacation is 15 days. By rearranging the instructional days, a common summer vacation of three to four weeks can be given to all students and faculty. It is usually implemented with five tracks available to students.

- The 90-30 Plan includes two 90-day semesters separated by a 30-day vacation period. Schools are closed during the traditional winter holiday and spring vacation. This calendar can also be used as a single or multi-track plan.

- The Trimester Plan uses three instructional periods of 60 days each rather than two semesters of 90 days. This is similar to the 60-20 Plan, but the intersession periods are more flexible and may vary from two to six weeks, depending on the community's decisions.

- The Quarter Plan was the first year-round calendar implemented in the early 1900s after the nationwide adoption of the traditional nine-month school year. The Quarter Plan is the same as some colleges. It divides the calendar into four 12-week periods in fall, winter, spring, and summer. Students may select, or be assigned to, any combination of three of the four quarters. The fourth quarter may be attended on a voluntary basis, either on or off campus. The curriculum is organized so that each quarter is a separate entity. Each course is completed in a 12-week period. Subjects such as English and social studies are offered as a series of separate but related courses. Subjects requiring sequential treatment are offered in each of the four quarters.

- The Quinmester Plan divides the school year into five parts with students required to attend four of the five parts. The calendar is most often used at the secondary level for grades nine through twelve. The school year may be as long as 220 days with vacations averaging about seven weeks. The quinmester usually operates on a single track.

- Concept 6 has been used at both elementary and secondary levels, and has been found useful where there is a lack of space. Students are divided into three groups with one group always on vacation. Thus, a high school built for 1,600 students can house 2,400 students under the Concept 6 three-track plan. It can also be administered as a single track. The plan calls for six terms of approximately 43 days each. Students attend four of the six terms but must attend two of the four consecutively. The plan provides for 160 or more days of instruction per year. In states where more is required, additional days can be completed by over-lapping groups on half-day sessions the first and last day of each term, by independent study and intersession programs, or off-campus activities. In states that mandate the number of minutes per subject, Concept 6 can be used by extending the minutes of instruction each day.

- The Five Track, Five-Term Plan divides the school year into five terms of 45 days each. There are five terms in each track with students attending four of the five for a total of 180 days of instruction. This plan is used only on a multi-track basis and provides a common summer break of approximately three weeks.

- The Modified 4-1-4 Plan Single Track calls for four 40-day instructional blocks plus a J-term (January) of 20 days for a total of 180 days with an optional instructional block of 20 to 35 days in the summer. Therefore, students would attend a minimum of 180 days but could attend up to 215 days of instruction. The instructional blocks are separated by one four-day and two ten-day intersessions which students can use for remediation or enrichment.

- The Flexible All-Year Plan calls for school to be open for instruction for approximately 240 days or longer. To be successful, instruction in this plan should be individualized. Students have three attendance choices: 1) they may attend all days the school is open for additional learning experiences; 2) they may attend only the required number of days and spread them over the school year from 180 days to 200-240 days while retaining the traditional summer vacation; or 3) follow a traditional schedule of attending the required days in sequence.

How many students can be served, and how much does the program cost?

Currently in North Carolina, schools operating on a year-round schedule serve from 180 to 750 students. Program costs range from $9,000 to $1,405,694 (above usual operating costs).

How is the program implemented?

Implementing YRE can occur through a five-step process.

1. Define the problem. The first step is to compile and analyze pertinent financial, demographic, educational program, and facility standards data. When considering financial resources, district planners must identify all local, state, and federal sources of potential income for the housing and instruction of students. This is critical in establishing realistic parameters for future district planning. Demographics should be carefully studied. How many students will there be and in what part of the district will enrollment growth or decline occur? What is the composition of the projected student body with respect to race/ethnicity and special needs -- including gifted, language, and special education? Instructional support services and extracurricular offerings should be studied. The district should identify current and projected course and program offerings based on demographic trends, financial resources, and state and federal mandates. The facility component should identify standards such as optimum school size, acceptable alternative uses of school space, and core facility and playground standards. The establishment of standards will enable a district to identify its

current and future facility needs and alternatives to address overcrowded conditions.

2. Consider significant planning issues. Several other complex issues may vary from district to district. For example, districts with voluntary or court-mandated integration programs will need to decide whether the multitrack schedule will have a positive, negative, or neutral effect on integration. It is especially important to determine whether one group of students is more affected than another. Because most integration programs require transportation, changes in transportation services and costs must be examined. An important part of a district's decision process is asking not just how many but what type of schools should adopt a multitrack schedule. The majority of multitrack, year-round schools are elementary-level. The organization of the elementary curriculum lends itself more easily to the schedule than the secondary structure does. Only a handful of districts have used the format at secondary levels where implementation must address not just curricular but extracurricular activities. Districts must also coordinate schedules across school levels for families with children in more than one school. In the transition from the traditional to the multitrack calendar, school districts will need to develop a new set of values and beliefs as well as operating practices that support year-round schools. District policy and practice will need to address the fact that schools are in operation twelve months. All support services need to be provided on a year-round basis. In so instance should a year-round school be denied service because the district has not adjusted to its organization.

3. Make the decision. Once a district has compiled and analyzed the pertinent information, a systematic decision-making process should be established. The process should include a comprehensive policy analysis which carefully considers the advantages and disadvantages of year-round schools. The decision should address such issues as quality, efficiency, equity, and impact on students, schools, staff, and community. The manner in which the decision is made can take different forms. In some areas, school staff may make the decision. Many districts allow parents and community members to help decide. And in still other districts, there may be a combination of central office and school staff, parents, and other community members actively involved. The decision process should be systematic and clearly understood by all who may be affected.

4. Implement the decision. General guidelines for making the transition from traditional to multitrack, year-round scheduling must be developed. Guidelines should address such issues as additional resources, implementation handbooks, and the assignment of students and teachers to specific tracks. In districts where the implementation of year-round schools has been successful, school and district staff have had between six months and one year of planning time. After the new schedule is adopted, there is a need for district and school staff to monitor the impact of the new scheduling format. For example, the workload for clerical support in a multitrack, year-round school may increase and require a redistribution of available resources. On-going monitoring and evaluation will facilitate such adjustments.

What type of staff development is necessary to implement the program?

The Department of Public Instruction offers technical assistance to local education agencies interested in implementing year-round education. The type of staff development needed will vary according to program goals. Some skills that might be covered include alternative assessment and alternative schedules. Staff development is necessary before implementation.

How can the program be financed?

The following sources of funds may be used to implement YRE:

- dropout prevention and students at risk (program report code 02),
- vocational education (program report code 13),
- staff development (program report codes 04, 28, 34, and 37), and
- summer school/remediation (program report code 69).

Your school may also request a waiver **to move funds** from an area of excess to the desired program area, with the exception of a few categories. This program area must, however, be included in the school's PBAP plan, and this plan can be revised at any time. Once the school has decided to make a request to shift funding, the request then goes to the local board of education. If approved by the local board, the waiver is submitted to the State Board of Education. After approved waivers are received, transfers are submitted to the School Budget Section of the Division of School Business Services. That section actually carries out the transfer of funds. Some of the program areas that provide flexibility in state funding and that you might consider for a waiver include:

- teacher positions (program report code 01),
- instructional support positions (program report code 07),
- equipment (program report code 61),
- supplies (program report code 61),
- materials (program report code 61),
- textbook funds (program report code 61),
- state exceptional children's funds (program report code 32), and
- state grants through the Alcohol and Drug Defense program (program report code 40)

No transfers are allowed from funding for program enhancement teachers, health education coordinators, driver training, differentiated pay bonus, Willie M., developmental day care, low wealth supplemental funding, and federal funds. Transportation funds must be used only for transportation, but may be transferred between the regular school year and the summer school program. Funds may be transferred into the category for teacher assistants, but not from teacher assistants to other program types. Your LEA does, however, have flexibility in the grade levels in which teacher assistants are employed.

Your school should explore the sponsorship of extended services with community agencies and businesses. Another option is to seek grants and foundations from corporations. **Major federal funding strategies for school-linked services are listed below.**

Education

- **Chapter 1** (program report code 50) serves elementary and secondary students who are educationally disadvantaged and can also support a range of education-related activities.
- **Individuals With Disabilities Act (P. L. 101-476)** authorizes federal funding to states to ensure that children with one or more disabilities receive a free appropriate public education, including necessary related services.
- **Carl Perkins Vocational Education Funds** provide services to vocational students, including disadvantaged and handicapped students.

Health

- **Medicaid, Title XIX of the Social Security Act** is administered by states to provide health care to the poor. Although all Medicaid states must provide core mandated services, they may choose to provide up to thirty-one optional benefits.
- **Early Periodic, Screening, and Diagnosis, and Treatment Service (EPSDT)** provides health screening, vision, dental, hearing, and other necessary health care services.
- **Title V of the Social Security Act Maternal and Child Health Block Grant** is a revenue source that consolidates seven programs for mothers and children.

Social Services

- **Title IV-E of the Social Security Act** provides federal reimbursement for costs associated with out-of-home placement and foster care for children eligible for Aid to Families with Dependent Children. Depending on the state's plan, funds could be used for summer camps, transportation, and day care for children in foster homes.
- **The Family Support Act of 1988 (FSA)** has a JOBS component

that provides education and training to targeted groups of parents receiving AFDC to help them become more self-supporting. Services may include adult education courses and child care.

- **Title XX Social Services Block Grant** provides general social services and supports services for children and families.
- **The Child Care Development Block Grant** provides direct federal support for child care. The At-Risk Child Care Program offers similar services.
- **The Alcohol, Drug Abuse, and Mental Health Block Grant** offers prevention, education, counseling, and treatment services.

How should the program be evaluated?

Evaluation is a required, integral part of every successful program. The evaluative data provide information on whether or not a program is operating as you designed; how well your program is functioning; and the impact of the program on the achievement of your students. Two types of evaluation are needed to document the successes and weaknesses of your program. The formative or process evaluation is designed to ascertain if the program is operating as it should and if the operations are efficient and timely. The summative or outcome evaluation determines how well your program's objectives are being met and what effect the program is having on student achievement.

1. Identify program components and environmental factors that will be evaluated. Your evaluator should review the program proposal, program components, program materials and activities, and then make a list of elements that will be evaluated. The evaluator should then set up a meeting of a selective group of school-based staff who are directly involved in your program to ask for additions to the list. Your evaluator should also secure approval of the elements to be evaluated.
2. General data questions set limits for the evaluation process. Your evaluation questions should address the program's operation, the school environmental factors that impact on it, and the program's impact on student achievement. The evaluation questions can be revised as necessary to insure that all needed data are included in your evaluation process.
3. Select a design. Your design will specify what data will be collected, how and when it will be collected, and from whom the data will be collected. An appropriate evaluation design will generate the highest quality possible data within the constraints imposed by the real-world environment of the program.
4. Determine the data collection instruments you need. Questions may be clustered into subgroups of the instrument, and data from each subgroup is analyzed separately. Some of your questions can be answered by using existing information

such as student and program records. It is recommended that your evaluation instruments be prepared at least two months ahead.

5. Collect, interpret, summarize, and report data that you collect. Your data should be analyzed and interpreted as soon as possible after it is collected. Data interpretation is always a narrative statement backed up by summary charts, tables, and figures. Once all data have been collected and analyzed, appropriate adjustments should be made in the program, if needed. The evaluation of your program is a proven method of validating its success and its value to the students, the community, and the school system.

Whom should you contact at the Department of Public Instruction if you have questions?

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What LEAs are implementing year-round education?

If you decide to implement year-round education, here are some other LEAs you may call as a resource. Also included is the name of the principal in each of the year-round schools.

Alamance County Schools

Elon College Elementary - Patricia Starling

Asheboro City Schools

Balfour Elementary - Christine Fennell
Charles McCrary Elementary - Emily Shaver
Lindley Park Elementary - Shirley Poole
North Asheboro Middle - Daryl Barnes

Asheville City Schools

Hall Fletcher Elementary - Willie McDaniel

Buncombe County Schools

Black Mountain Primary - Jerry Green

Cabarrus County Schools
Royal Oaks Elementary - Roger Smith

Caldwell County Schools

Hudson Elementary - Joel W. Carroll
Hudson Middle - Byron Tolbert
Whitnel Elementary - John K. Frazier

Carteret County Schools

Newport Elementary - Robert Elkin

Catawba County Schools

Maiden Elementary - Marilyn McRee
Startown Elementary - Nancy Yount
Webb A. Murray Elementary - Michael M. Barnett

Edenton-Chowan Schools

D. F. Walker Elementary - Ralph Cole
White Oak Elementary - Mary Nixon

Davidson County Schools

Northwest Elementary - Jim Carpenter

Guilford County Schools

Allen Jay Elementary - Pat Long
Global Studies Magnet - Phillip Mobley
Hampton Elementary - Deborah Hones
Oak Hill Elementary - Jean Owen

Winston-Salem/Forsyth Schools

Kimberly Park Elementary - Norris Baker
Easton Elementary - Amanda Bell
Konnoak Elementary - Janice Sherrill

Henderson County Schools

Bruce Drysdale Elementary - Noland Ramsey
Hendersonville Elementary - Catherine Childress
Hendersonville Middle - Bobby Wilkins

Hickory City Schools

Jenkins Elementary - Beverly S. White
Viewmont Elementary - Susan Arrowood

Hoke County Schools

Upchurch Elementary - Hank Richards

Lincoln County Schools

Catawba Springs Elementary - Marvin Chapman

McDowell County Schools

Eastfield Elementary - Jim Gorst

Charlotte-Mecklenburg Schools

Bruns Elementary - Dan Witt
Highland Elementary - Willie Pettis
Northwest Middle - Rosalind Rowe-Anderson
Tryon Hills Elementary - Kathy Smith

Mooresville City Schools

Mooresville Middle - Carol Carroll
Park View Elementary - Roger Hyatt
South Elementary - Pam Aman

Nash-Rocky Mount Schools

Baskerville Elementary - Ann Edge
Braswell Elementary - Sandra Farmer
Hubbard Elementary - Brenda Brown
Nashville Elementary - Leorita Handerson

New Hanover County Schools

John J. Blair Elementary - George W. Finch
William H. Blount Elementary - Tony Lopatka
Mary W. Howe Elementary - Sandra McClain
Dorothy B. Johnson Elementary - Jacqueline O'Grady

Newton-Conover City Schools

Conover School - Larry Harris
Shuford Elementary - David Poe
Thornton Elementary - Walter Zahler
South Newton Elementary - Kathy Dutton

Northampton County Schools

Willis Hare Elementary - Rebecca Flynn

Pender County Schools

Penderlea Elementary - John Freeman

Public Schools of Robeson County

W. H. Knuckes Elementary - Robert Jones

Rockingham County Consolidated Schools

Dillard Primary - Carol Summerlin
New Vision Intermediate - Howard Bigelow
Stoneville Elementary - Fay Frye

Rowan-Salisbury Schools

North Rowan Elementary - Elaine Stiller

Scotland County Schools

Central Primary - Carolyn Williams
Laurel Hill Primary - Sarah Hunter

Union County Schools

Benton Heights Elementary - Joseph Blanton

Wake County Schools

Durant Road Elementary - Pamela Hanzaker
Durant Road Middle - Pam Hanzaker
Morrisville Elementary - Caroline Massengill
Wake Lake Elementary - Patricia Ball
West Lake Middle - Ramey Beavers
Wilburn Elementary - Darryl Fisher

Watauga County Schools

Blowing Rock Elementary - Joyce Alexander

Wilkes County Schools

Wilkesboro Elementary - Harry Englebert

Yancey County Schools

Burnsville Elementary - Allen Lusk